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SOME DIMENSIONS OF INTERNATIONAL EDUCATION --  
Scraps From a Traveler's Notebook

PERHAPS KIT KAT'S DISTINCTIVE MISSION IS TO PROVIDE EACH OF US THE OPPORTUNITY TO SUBMIT TO THE CRITICS' BENCH THE FRUITS OF UNSUSPECTED INTELLECTUAL HOBBY. SURELY IT HAS BEEN BOTH SURPRISING AND DELIGHTFUL TO DISCOVER THAT MY COLLEAGUES ENJOY INTELLECTUAL PURSUITS THAT EXTEND BEYOND, EVEN TRANSCEND, THEIR CHOSEN CAREER. IT WOULD BE MARVELOUS, INDEED, IF TONIGHT I COULD MAKE PUBLIC CONFESSION OF EXPERTISE IN EGYPTIAN ART, SUMERIAN IRRIGATION SYSTEMS, THE CRUSADES -- OR, BETTER STILL, THE HIDDEN LINKAGES BETWEEN THESE. ALAS, NO SUCH SURPRISE AWAITS YOU.

INSTEAD, I PROPOSE TO TALK ABOUT INTERNATIONAL EDUCATION -- A TOPIC NOT STRANGE TO ANY IN THIS AUDIENCE. IT IS A TOPIC NOT WITHOUT INTRINSIC INTEREST, AND SURELY A TOPIC NOT WITHOUT IMPORTANCE TO US AS GOOD CITIZENS. HENRY ADAMS HAD A REASON FOR HIS USE OF THE THIRD PERSON IN WRITING "THE EDUCATION OF HENRY ADAMS." HE HAD BEEN "PART OF THE ACTION AND PASSION OF HIS TIMES" -- TO BORROW OLIVER WENDELL HOLMES MEMORABLE WORDS. THE USE OF THE THIRD PERSON PERMITTED HENRY ADAMS THE OPPORTUNITY TO INTERLACE THE

RECORD OF HIS OWN INTELLECTUAL DEVELOPMENT WITH THE UNFOLDING OF AMERICAN HISTORY. WHAT WAS GOOD ENOUGH FOR HENRY ADAMS IS GOOD ENOUGH FOR HAROLD ENARSON' ANYWAY -- I HAVE ALWAYS WANTED TO TRY THE TECHNIQUE. IN KIT KAT'S HISTORY, AS IN OSU FOOTBALL, A NOBLE EFFORT -- ALONG WITH FAILURE -- IS LONG REMEMBERED.

HE (HAROLD ENARSON) CARVED THE PARTHENON FROM A BAR OF P & G SOAP IN THE 9TH GRADE HISTORY CLASS IN LINCOLN JR. HIGH IN ALBUQUERQUE HIGH SCHOOL. FROM THIS ENCOUNTER HE DEVELOPED A LIFELONG DISTASTE FOR SOAP CARVING AND, TO THE DISTRESS OF HIS TEACHER, NO FEELING AT ALL FOR THE PARTHENON.

SPANISH CLASSES IN HIGH SCHOOL AND COLLEGE WERE HIS NEXT FAILURE. BEYOND THE SYNTAX AND THE GRAMMAR LAY THE RICH REWARDS OF SPANISH CULTURE. ALAS, HE NEVER GOT THROUGH EITHER SYNTAX OR GRAMMAR. EVEN HIS ACCENT BECAME A CRISS-CROSS BETWEEN THE SPANISH HE HEARD IN THE STREETS AND THE SWEDISH HEARD AS A CHILD.

WORLD WAR II INTRODUCED HIM TO EUROPE IN THE WORST POSSIBLE WAY. ALONG WITH HIS INFANTRY BUDDIES HE DISCOVERED THAT THE FRENCH WERE DIRTY AND THE GERMANS HAD CLEAN KITCHENS, CLEAN COW BARNS, AND CLEAN CONCENTRATION CAMPS. HIS INFANTRY COMPANY SAW DACHAU, AND FOR ONCE WERE SILENT IN THE FACE OF HORROR. HE WAS MUCH OLDER BEFORE HE REALIZED THAT DACHAU SIMPLY HOUSED AND CONCENTRATED IN ONE PLACE THE UNSPEAKABLE CRUELTIES ONE ENCOUNTERS IN THE SLUMS OF CALCUTTA AND THE MENTAL HOSPITALS OF THE LAND HE

LOVES.

EVEN AT AGE 40, THE WORLD OF OTHER NATIONS WAS A BLUR. FOR THE MOST PART HE HAD NO SENSE OF MATTERS INTERNATIONAL, AND ONLY A VAGUE SENSE OF HOW SCIENCE AND TECHNOLOGY AND IDEAS MIGRATE ACROSS NATIONAL BOUNDARIES. HE THOUGHT FOREIGN LANGUAGE INSTRUCTION A GOOD IDEA -- FOR OTHERS, THAT IS. HE THOUGHT HARRY TRUMAN'S POINT FOUR PROGRAM A UNIQUE COMBINATION OF AMERICAN IDEALISM AND PRAGMATISM. THE EXPORT OF AMERICAN KNOW-HOW TO THE UNDERDEVELOPED NATIONS OF THE WORLD SEEMED GOOD, SENSIBLE, AND EASY TO DO.

HE APPLAUDED THE NATIONAL DEFENSE EDUCATION ACT, WHICH ALONG WITH FEDERAL AID TO SCIENCE AND TECHNOLOGY, PROVIDED FUNDS FOR LANGUAGE AND AREA TRAINING CENTERS. PLAINLY THE NATIONAL DEFENSE REQUIRED THAT THE UNITED STATES TRAIN CADRES OF SPECIALISTS IN THE CULTURE, GEOGRAPHY, AND LANGUAGE OF EXOTIC TRIBES AND SMALL NATIONS. REMEMBERING HIS FAILURES IN HIGH SCHOOL SPANISH, HE THOUGHT THAT CONCENTRATED ATTENTION TO URDU A GOOD THING -- FOR OTHERS THAT IS. A FEW YEARS LATER, WORKING IN WASHINGTON, HE WAS TO HAVE AN URGENT PHONE CALL FROM FRANK KEPPEL, THE CHIEF OF THE UNITED STATES OFFICE OF EDUCATION. VIET NAM WAS BEGINNING TO PENETRATE THE AMERICAN CONSCIOUSNESS, AND THE WHITE HOUSE WANTED TO SEND A HIGH-LEVEL TEAM OF AMERICAN ECONOMISTS, POLITICAL SCIENTISTS,

GEOGRAPHERS ETC. TO VIET NAM -- PERSONS ADEPT IN THE LANGUAGE AND FAMILIAR WITH THE CULTURE. HE WAS TO REMEMBER THAT FUTILE PHONE CALL FOR A LONG TIME. THE EXPERTS WERE NOT TO BE FOUND, NOT BY HIM AND NOT BY ANY-ONE PRESIDING OVER THE ENVELOPING CATASTROPHE OF VIET NAM.

BUT IN 1960, ALL THIS LAY IN THE FUTURE. ONE THING LEADS TO ANOTHER -- IN SEDUCTIONS AND PREGNANCY, DIPLOMACY AND WAR -- AND ALL IS BEYOND FORETELLING. THE FORD FOUNDATION WAS THE SEDUCER. COULD HE TAKE SIX WEEKS AND DO A ONE-MAN SURVEY OF HIGHER EDUCATION IN THE UNITED ARAB REPUBLIC, ADVISING THE FOUNDATION HOW TO INVEST WISELY IN THE UAR. HE COULD AND HE DID, AND FROM THE HOUR HE ARRIVED IN CAIRO ON NEW YEAR'S EVE, 1960, UNTIL THIS HOUR, "INTERNATIONAL EDUCATION" WAS TO ENGAGE HIS ATTENTION AND ENERGIES, CATAPULT HIM INTO UNLIKELY AIRPORTS AND EVEN MORE UNLIKELY INTERVIEWS, AND MAKE HIM IN SMALL WAYS PART OF A CHAPTER IN AMERICAN IDEALISM, AMERICAN DISILLUSION, AMERICAN UNCERTAINTY. HE WOULD BECOME FAMILIAR WITH GREAT AREAS OF THE WORLD WHERE SOAP IS MUCH TOO EXPENSIVE TO USE FOR CARVING THE PARTHENON OR THE TEXAS ASTRODOME.

EGYPT WAS ENTRANCING, BEWILDERING, EXCITING. ALL WAS NEW, STRANGE, DIFFERENT: THE ULTRA-MODERN NILE HILTON WHOSE WAITRESSES (THE LIBERATED YOUNG WOMEN OF THE EDUCATED ELITE) FUMBLLED WITH UTENSILS STRANGE TO THEIR

HANDS: THE COMPETITION OF CAMEL, DONKEY, BICYCLE, BUS, AND ARMY TANK IN THE CONGESTED STREETS; THE CONTRADICTIONS OF GREAT WEALTH AND GREAT POVERTY IN UNEASY CO-EXISTENCE (HE WAS TO PUZZLE OVER THIS IN MANY LANDS); AND THE DYNAMICS OF THE PUBLIC BUREAUCRACY INTERACTING WITH THE BUREAUCRACY OF UNIVERSITY EDUCATION.

THE LEARNING WAS NOT EASY. HIS MENTAL MAP OF UNIVERSITY EDUCATION WAS MORE HANDICAP THAN HELP. AMONG OTHERS, HE INTERVIEWED THE EGYPTIAN MINISTER OF EDUCATION AND MUCH TO THE MINISTER'S AMUSEMENT, STRUGGLED UNSUCCESSFULLY TO LIGHT THE WRONG END OF A FILTER-TIP EGYPTIAN CIGARETTE. SO MUCH FOR COSMOPOLITANISM, SO MUCH FOR THE JUDGMENT OF THE FORD FOUNDATION, SO MUCH FOR THE AUDACITY OF AN AMERICAN IN A HURRY ANALYZING THE EDUCATIONAL NEEDS OF ONE OF THE WORLD'S OLDEST CIVILIZATIONS.

IN EGYPT, HE ENCOUNTERED FOR THE FIRST TIME THE MULTIPLE BARRIERS OF LANGUAGE, CULTURE, AND BUREAUCRACY -- AND TO THIS DAY IS UNABLE TO SAY WHICH IS THE MOST FORMIDABLE BARRIER TO UNDERSTANDING. "THE INTERVIEW" MANAGED THROUGH "THE INTERPRETER" IS AN EXERCISE IN COLLECTIVE FRUSTRATION, WHETHER IN CAIRO IN 1960 OR THE SALT TALKS WITH RUSSIA IN 1976. DICTIONARIES ARE OF LITTLE HELP, AND EVEN THE MOST SKILLFUL LANGUAGE INTERPRETER CANNOT PORTRAY THOSE NUANCES WHICH GIVE BODY AND FLAVOR AS WELL AS ACCURACY TO TRANSLATIONS. IN THE FACE OF DISASTERS LARGE AND SMALL, THE EGYPTIAN SHRUGS

AND SAYS "MALISH" -- (IT IS GOD'S WILL). AND THE MEANING IS SATURATED WITH THE DIFFERENT ATTITUDES, VALUES, AND UN- STATED PREMISES WHICH MAKE UP THE STUFF OF CULTURE. THE MAJOR PRESUPPOSITIONS OF A CULTURE LIE OBSCURED IN THE DEEPEST RECESSES OF THE SUB-CONSCIOUS -- BEYOND REACH TO STRANGERS.

THE THIRD BARRIER BUILDS ON THE BARRIER OF BOTH LANGUAGE AND CULTURE. THE BARRIER OF BUREAUCRACY STEMS FROM VASTLY DIFFERENT EXECUTIVE, MANAGEMENT AND CLERICAL LIFE STYLES. AUTHORITY, LOYALTY, LINE OF COMMAND, RESPONSIBILITY -- THESE HE WAS TO LEARN, ARE PERCEIVED IN QUITE DIFFERENT FASHIONS IN OTHER LANDS.

ON HIS FIRST WORKING DAY IN CAIRO, HE VISITED THE AMERICAN UNIVERSITY IN CAIRO, ONE OF A DOZEN AMERICAN-SPONSORED SCHOOLS ABROAD. THE UNIVERSITY, INITIALLY ESTABLISHED BY MISSIONARIES, HAD BECOME INCREASINGLY DEPENDENT ON THE FORD FOUNDATION AND UNITED STATES FOREIGN AID FOR SURVIVAL. HE LOOK AT AUC AND -- WEEKS LATER -- THE AMERICAN UNIVERSITY IN BEIRUT, WITH MIXED EMOTIONS. BOTH UNIVERSITIES SOUGHT TO LINK AMERICAN IDEALISM TO MIDDLE-CLASS ARAB ASPIRATIONS. NASSER'S DAUGHTER ATTENDED THE AMERICAN UNIVERSITY AT CAIRO. BUT WERE THESE AMERICAN-SPONSORED SCHOOLS AUTHENTIC, RELEVANT? WOULD ANDREW JACKSON AND ULYSSES S. GRANT HAVE TOLERATED FOREIGN UNIVERSITIES ON AMERICAN SOIL? NO WAY! SO HE CONCLUDED, RELUCTANTLY, THAT SUCH PROGRAMS WERE

ANACHRONISMS. WORSE, SUCH PROGRAMS INVITED THE CHARGE OF CULTURAL IMPERIALISM.

THE NEXT SIX WEEKS TOOK HIM TO PRIMARY AND SECONDARY SCHOOLS, TECHNICAL INSTITUTES AND SCIENTIFIC CENTERS, TRADITIONAL UNIVERSITIES AND MODERNIZING UNIVERSITIES. HE VISITED EGYPT, SYRIA, JORDAN AND EVERYWHERE FACED A TANTALIZING, PRESSING, ALL-IMPORTANT SET OF QUESTIONS. EACH DAY AND EVENING WAS A SEMINAR, A MOVABLE FEAST OF IDEAS, IMPRESSIONS, ARGUMENTS. HOW DOES ONE FASHION A GRAND STRATEGY WHICH USES SCARCE RESOURCES WISELY, WHICH PLACES EDUCATION AT ALL LEVELS IN SUPPORT OF THE DEVELOPMENT PROCESS? IT WAS, INDEED STILL IS, A FASCINATING INTELLECTUAL PROBLEM -- ONE WHICH WAS TO TANTALIZE CONSTANTLY AND FINALLY TO ELUDE.

THE PARALLEL QUESTION, LOGICALLY INSEPARABLE FROM THE FIRST QUESTION (THAT OF A COMPREHENSIVE NATIONAL STRATEGY FOR MODERNIZATION), WAS IMPORTANT, AND FOREVER TANTALIZING. WHAT KINDS OF FOREIGN ASSISTANCE PROMISED TO TRIGGER THE GREATEST BENEFIT FOR THE LEAST COST?

HE WAS DIZZIED BY POSSIBILITIES AND TORN BY UNCERTAINTIES. TWO PROPOSITIONS, BOTH UNARGUABLE, SEEMED IN MANY WAYS TO BE ULTIMATELY CONTRADICTORY. THE FIRST PROPOSITION WAS THAT EDUCATION IS WOVEN DEEP INTO THE FABRIC OF A NATION'S HISTORY, CULTURE, ASPIRATIONS AND POLITICS. TO TOUCH A NATION'S EDUCATIONAL SYSTEM AT ANY POINT IS TO TOUCH THE MOST SENSITIVE NERVES OF A SOCIETY. THIS SUGGESTED THAT EDUCATIONAL DEVELOP-

MENT NECESSARILY FOLLOWS SOME SORT OF NATURAL EVOLUTION, ADAPTING ALWAYS TO THE IMPERATIVES OF POLITICS.

THE SECOND PROPOSITION WAS THAT EDUCATORS, OF ALL PEOPLE, COULD LEARN FROM ONE ANOTHER. PUT ANOTHER WAY, SURELY A DEVELOPING SOCIETY COULD LEARN FROM A MORE DEVELOPED SOCIETY. SURELY IT WAS NOT NECESSARY FOR THE NEW NATIONS TO PASS THROUGH ALL THE VARIOUS STAGES OF EDUCATIONAL GROWTH AND DEVELOPMENT; THERE COULD BE NO SPECIAL VIRTUE IN EMULATING THE FOLLIES OF THE AMERICAN EXPERIENCE. TECHNOLOGY COULD BE SUCCESSFULLY EXPORTED AND GRAFTED UPON RADICALLY DIFFERENT SYSTEMS.

HE WAS NEVER TO FULLY RESOLVE THESE APPARENT CONTRADICTIONS.

AND SO THE FIRST DRAFT OF THE FIRST REPORT -- ONE OF MANY TO BE WRITTEN IN THE NEXT FIFTEEN YEARS -- BEGAN TO TAKE SHAPE IN MIND AND ON PAPER. IN HIS ROOM AT THE NILE HILTON, HE WATCHED THE SETTING SUN GLINT ON THE GREAT PYRAMIDS, AND LIKE CHEOPS HE PUT TO PAPER HIS GRAND DESIGN, AMERICAN - STYLE, FOR THE FUTURE OF HIGHER EDUCATION IN EGYPT.

HIS LATER REPORTS WERE WRITTEN ALONG THESE LINES: POOR NATIONS COULD NOT AFFORD WESTERN-STYLE UNIVERSITIES. THESE, ALONG WITH AIRPORTS AND STEEL MILLS, WERE AN INDULGENCE. THE SHAPE OF THE EDUCATIONAL PYRAMID WAS ALL WRONG. IT WAS FOLLY FOR A POOR NATION TO BRING UNIVERSAL PRIMARY EDUCATION TO ALL ITS YOUNG PEOPLE. THE GRADUATES OF OVERCROWDED SYSTEMS OF PRIMARY EDUCATION MOVED RELENTLESSLY

ON INTO THE SECONDARY SCHOOLS. THESE SCHOOLS IN TURN DELIVERED TO THE COLLEGES AND UNIVERSITIES EVER-LARGER NUMBERS OF POORLY PREPARED STUDENTS WHICH THE UNIVERSITIES COULD NOT ABSORB. AT THE END OF THE EDUCATIONAL ASSEMBLY LINE WAS AN ECONOMY THAT COULD NOT BEGIN TO ABSORB THE UNIVERSITY GRADUATES, ESPECIALLY THOSE WITH LIBERAL ARTS DEGREES. MEANWHILE, EGYPT WAS DESPERATELY SHORT OF MIDDLE MANAGEMENT SKILLS. IT HAD AN ABUNDANCE OF UNSKILLED LABOR ALONG WITH COLLEGE-TRAINED ENGINEERS WHOSE DISTASTE FOR WORKING WITH THEIR HANDS MADE THEM HELPLESS.

THE GREAT NEED WAS FOR TEACHER TRAINING INSTITUTIONS WHICH COULD MASS PRODUCE TEACHERS CAPABLE OF STAFFING THE ELEMENTARY SCHOOLS. OR SO IT SEEMED TO HIM.

IT ALSO SEEMED TO HIM THAT THE LAND-GRANT UNIVERSITY, WITH ITS UNIQUE COMBINATION OF TEACHING, RESEARCH, AND PUBLIC SERVICE HELD GREAT PROMISE FOR EGYPT. AN AGRICULTURAL NATION, EGYPT DESPERATELY NEEDED COLLEGE GRADUATES WHO COULD HELP THE FELLAHEEN FARM MORE PRODUCTIVELY. SURELY NEW VARIETIES OF PLANTS AND ANIMALS COULD BE IMPORTED AND DEVELOPED.

THE AGRICULTURAL REVOLUTION WHICH HAD CHANGED THE AMERICAN ECONOMY WAS HARDLY A MONOPOLY OF THE AMERICAN PEOPLE. ALL THAT WAS NEEDED WAS TO KNIT TOGETHER

IN FRUITFUL COMBINATION AGRICULTURAL RESEARCH, COOPERATIVE EXTENSION, AND GOVERNMENT POLICY. ONLY THEN COULD THE FERTILE VALLEY OF THE NILE RIVAL THE AMERICAN MIDWEST IN PLENTIFUL PRODUCTIVITY. ALL THIS AND MORE SPILLED ON PAPER -- AND ACROSS THE NILE THE SPHINX SMILED. THE AMERICAN CONSULTANT WAS HARDLY THE FIRST, NOR WILL HE BE THE LAST, TO DEAL INNOCENTLY AND CONFIDENTLY WITH THE AGE-OLD PROBLEMS OF THAT TROUBLED LAND.

IN THIS, HIS FIRST EXPOSURE TO FOREIGN EDUCATIONAL ASSISTANCE, HE WAS NOT WHOLLY OBLIVIOUS TO THE MANY FORCES AT WORK. HE VISITED A TECHNICAL SCHOOL MANNED BY EXPERTS FROM WEST GERMANY AND LEARNED THAT HIGHER EDUCATION COULD BE THE HANDMAIDEN OF ECONOMIC PENETRATION. HE ALSO LEARNED THAT SNOBBERY IS A CONTAGIOUS DISEASE; THE ECONOMICS DEPARTMENT IN EGYPT'S LARGEST UNIVERSITY WANTED ONLY FULBRIGHT EXCHANGE SCHOLARS FROM HARVARD, CHICAGO, BERKELEY. BIG TEN SCHOLARS NEED NOT APPLY. THE BRIEF VISIT TO THE WIND-SWEPT TENT CITY OF PALESTINIAN REFUGEES NEAR AMMAN, JORDAN WAS NOT ESSENTIAL TO HIS INQUIRY. BUT HE STORED THE EXPERIENCE IN MEMORY. <sup>1</sup>WHAT-  
EVER ELSE LASTED, HE CONCLUDED, THIS BENIGN CONCENTRATION CAMP COULD NOT.

HE RETURNED HOME TO BOULDER, COLORADO EXHILIRATED BY HIS FIRST QUICK DIP INTO INTERNATIONAL EDUCATION AND ENRICHED WITH NEW INTERESTS.

IN THE EARLY 1960'S THE NEW CODE WORDS WERE THE "INTERNATIONAL DIMENSION." IT MEANT MANY THINGS TO MANY PEOPLE. AT THE UNIVERSITY OF NEW MEXICO, WHERE HE SERVED AS ACADEMIC VICE PRESIDENT, IT MEANT THAT THE UNIVERSITY HAD A SPLENDID OPPORTUNITY TO TRAIN PEACE CORPS VOLUNTEERS FOR SERVICE IN LATIN AMERICA. WE WERE, SO WE TOLD OURSELVES, A LIVING LABORATORY OF THE MELDING OF INDIAN, SPANISH, AND ANGLO CULTURES. IT MEANT SECURING MORE FEDERAL AND FOUNDATION FUNDS FOR THE AREA AND LANGUAGE PROGRAM. IT MEANT SECURING AID CONTRACTS WHICH ENABLED THE UNIVERSITY TO SEND FACULTY TO LATIN AMERICA TO WORK ON PROJECTS SUCH AS UPGRADING TEACHER TRAINING PROGRAMS. ABOVE ALL IT MEANT SHARING A BRIGHT NEW VISION OF THE AMERICAN UNIVERSITY ENRICHED WITH AN INTERNATIONAL DIMENSION.

IN THE EARLY 1960'S HE WAS TO BE DEEPLY ENGAGED IN INTERNATIONAL EDUCATION, FIRST WITH THE FORD FOUNDATION AND LATER AS CHIEF OF EDUCATION FOR AID. HE VISITED CENTRAL AMERICA AND WITH FORD DOLLARS HELPED CREATE A FIVE-NATION CONSORTIUM OF CENTRAL AMERICAN UNIVERSITIES. THE IDEA WAS SIMPLICITY ITSELF -- SCARCE AND EXPENSIVE GRADUATE RESOURCES MUST BE SHARED. NICARAGUA COULD NOT AFFORD A FIRST RATE MEDICAL CENTER; EL SALVADOR COULD NOT UNDERWRITE A COMPREHENSIVE PROGRAM IN AGRICULTURAL RESEARCH; NONE OF THE FIVE COUNTRIES COULD AFFORD A MAJOR CENTER

SUCH AS MIT OR CAL TECH. BUT IF RESOURCES COULD BE SHARED ACROSS NATIONAL BOUNDARIES, ALL OF HIGHER EDUCATION COULD BE ENRICHED AND BROUGHT TO SERVE ECONOMIC AND SOCIAL DEVELOPMENT.

HIS MANY TRIPS TO CENTRAL AMERICA DEEPENED HIS CONVICTION THAT EDUCATION WAS THE KEY TO NATIONAL DEVELOPMENT AND THAT TECHNICAL ASSISTANCE FROM U. S. UNIVERSITIES WAS ESSENTIAL.

LOANS COULD PROP UP A SHAKY ECONOMY; SHIPLOADS OF FOOD AND MEDICINE COULD HELP AVERT FAMINE AND DISEASE. BUT IN THE LONG RUN, NATIONS HAD TO DEVELOP THEIR HUMAN RESOURCES. THIS MEANT BUILDING THE EDUCATIONAL INFRASTRUCTURE AT ALL LEVELS, AND IT MEANT PRUDENT INVESTMENT OF SCARCE RESOURCES PLUS WELL-PLANNED PROGRAMS OF EDUCATIONAL ASSISTANCE.

CENTRAL AMERICA PROVIDED A RICH LABORATORY OF HOW NOT TO DO IT. SCIENTIFIC EQUIPMENT GATHERED DUST IN CRATES NEVER OPENED -- ALL FOR WANT OF MANPOWER TRAINED TO USE SUCH EQUIPMENT. PEACE CORPS PROJECTS WORKED AT CROSS PURPOSES WITH AID. THE AIRPORTS OF CENTRAL AMERICA WERE CROWDED WITH EXPERTS FROM DOZENS OF NATIONS, DOZENS OF FOREIGN ASSISTANCE AGENCIES, AND (LITERALLY) DOZENS OF U. S. UNIVERSITIES EXPLORING POSSIBILITIES OF AID CONTRACTS.

NO LESS THAN TWENTY-SIX ASSISTANCE AGENCIES AND U. S. AND FOREIGN UNIVERSITIES OPERATED IN ONE CENTRAL AMERICAN COUNTRY ALONE. THE SCENE WAS REMINISCENT OF THE OKLAHOMA LAND RUSH. THE NAME OF THE GAME WAS FOR THE U. S. UNIVERSITY TO SMOTHER A LOCAL UNIVERSITY IN THE EMBRACE OF AN EXCLUSIVE BILATERAL RELATIONSHIP. PRESIDENTS AND DEANS WHO WERE HELPLESS TO EFFECT ACADEMIC REFORM AT HOME FOUND IN THE HOST UNIVERSITY THE OPPORTUNITY -- AS ONE COLLEAGUE PUT IT -- "TO REFORM THAT DAMN PLACE." AT THE UNIVERSITY OF SAN CARLOS IN GUATEMALA, SOPHISTICATED COMPUTERIZED MANAGEMENT SYSTEMS WERE INTRODUCED AT A COST OF NEARLY ONE-THIRD OF THE UNIVERSITY'S OPERATING BUDGET.

HE OBSERVED THAT WHILE HIS AMERICAN COLLEAGUES PREACHED THE GOSPEL OF ORDERLY PLANNING THEIR OWN COMPETITIVE EFFORTS MADE A CARICATURE OF PLANNING.

HE THOUGHT SOMETHING HAD TO BE DONE ABOUT AID'S PROGRAM OF EDUCATIONAL ASSISTANCE -- AND SOON HAD THE OPPORTUNITY. ON LOAN FOR ONE YEAR FROM THE UNIVERSITY OF NEW MEXICO, HE MOVED INTO THE BUREAUCRATIC LABYRINTH THAT WAS -- AND STILL IS -- AID, THE AGENCY FOR INTERNATIONAL DEVELOPMENT. HIS EDUCATION CONTINUED.

NEW TO WASHINGTON, HE TRIED TO PHASE OUT AID FOR AMERICAN-SPONSORED COLLEGES AND UNIVERSITIES OVERSEAS, ONLY TO DISCOVER THAT EACH SCHOOL WAS PROTECTED BY A STRONG LOBBY. HE PREACHED THE GOSPEL OF HUMAN RESOURCE DEVELOPMENT, ONLY TO LEARN THAT ECONOMISTS THOUGHT OTHERWISE AND WERE IN CONTROL OF THE AGENCY. HE DID A REPORT ON EDUCATIONAL ASSISTANCE IN LIBERIA, ONLY TO DISCOVER THAT U. S. RUBBER COMPANIES HAD MORE CLOUT WITH THE EMBASSY THAN DID AID.

HE HEADED A TEAM OF ASSORTED ECONOMISTS, PLANNERS, TEACHER EDUCATION SPECIALISTS, AND AGRICULTURAL EXPERTS VISITING BRAZIL ONLY TO DISCOVER THAT EACH SPECIALIST WAS A PRISONER OF HIS OWN NARROW PROFESSION. THE AGRICULTURAL PROFESSOR WHO WANTED TO IMPOSE LARGE-SCALE FARMING AND MECHANIZATION ON THE BRAZILIANS HAD NO ANSWER WHEN ASKED WHAT WOULD HAPPEN TO THE MASSES OF FARM LABORERS. THE AG PROFESSOR'S REPLY, STILL VIVID IN MEMORY, WAS, "I GUESS THEY WILL CROWD INTO THE CITIES."

HE ALSO TESTIFIED BEFORE A SUB-COMMITTEE OF THE HOUSE APPROPRIATIONS COMMITTEE, AND DISCOVERED THAT CONGRESSMAN GERALD FORD HAD NO ENTHUSIASM FOR FOREIGN AID, INCLUDING EDUCATIONAL ASSISTANCE.

HE DISCOVERED, NOT SURPRISINGLY, THAT AMERICAN EDUCATORS TRY TO EXPORT AMERICAN MODELS -- THE U. S. MEDICAL SCHOOL, THE U. S. COLLEGE OF EDUCATION, THE U. S. LAND GRANT COLLEGE. AND,

ALSO NOT SURPRISINGLY, THE MODEL RARELY FITS. THE BUDGET PROPOSED FOR A NEW MEDICAL CENTER IN ONE DESTITUTE AFRICAN NATION AMOUNTED TO NEARLY ONE-FOURTH OF THE BUDGET FOR ALL EDUCATION FOR THE ENTIRE COUNTRY. THE TUSKOGEE UNIVERSITY PRIDED ITSELF ON IMPOSING ITS CURRICULA ON A REMOTE COLLEGE DEEP IN LIBERIA.

THE RETURN TO NEW MEXICO IN 1964 BECAME A VOYAGE IN DISCOVERY OF HIS UNIVERSITY AND HIS STATE. HE DISCOVERED THAT NEITHER HIS INTERNATIONAL ADVENTURES NOR THOSE OF HIS COLLEAGUES HAD IN ANY WAY ADDED AN INTERNATIONAL DIMENSION TO HIS UNIVERSITY. ECONOMICS, POLITICS, TEACHER EDUCATION -- ALL WERE TAUGHT AS ALWAYS, WITH LITTLE AWARENESS OF OTHER PEOPLES IN OTHER NATIONS. HE DISCOVERED THAT IT WAS EASIER TO RECRUIT PEOPLE FOR PROGRAMS IN THE SLUMS OF BOGOTA THAN FOR PROGRAMS IN THE SLUMS TWO MILES FROM THE UNIVERSITY, EASIER TO ORGANIZE JUNIOR YEAR ABROAD THEN A JUNIOR YEAR AMID THE UNFAMILIAR CULTURES OF NEIGHBORS IN THE SAME CITY.

HE DISCOVERED, AS YOU HAVE GUESSED, THAT THE VERY FAULTS HE HAD CRITICIZED IN THE DEVELOPING COUNTRIES WERE FOUND IN ABUNDANCE AT HOME. THE TEACHING OF READING AND WRITING WAS IN DISARRAY; GREAT DISPARITIES IN INCOME WERE REFLECTED IN GREAT DISPARITIES IN THE QUALITY OF THE PUBLIC SCHOOLS; THE HIGH SCHOOLS AND THE UNIVERSITIES WERE REMOTE

FROM ONE ANOTHER; FORMAL EDUCATION WAS LARGELY INDIFFERENT TO THE JOB MARKET; AND THE INDIAN AND SPANISH-AMERICAN POPULATIONS WERE ISOLATED AND DISADVANTAGED. AND SO IT WAS THAT HE DISCOVERED THE OBVIOUS: THAT THERE IS NO SUCH THING AS A DEVELOPED SOCIETY, FOR WE ARE ALL DEVELOPING AND ALL PLAGUED WITH MUCH THE SAME PROBLEMS.

THE ENARSON REPORT ON EDUCATION IN LIBERIA APPLIED JUST AS WELL -- OR AS POORLY -- IN NEW MEXICO. FAILURE TO INVEST IN PEOPLE, ANTIQUATED SYSTEMS OF FUNDING, INATTENTION TO TEACHER TRAINING, FAILURE TO FULLY UTILIZE MODERN TECHNOLOGY AND MODERN MANAGEMENT -- ALL THIS AND MORE ADDED TO THE FAMILIAR CHARGE OF LACK OF PLANNING.

IT WAS WITH SOME CHAGRIN THAT HE REALIZED THAT NEW MEXICO, LIKE LIBERIA, HAD NO LONG-TERM STRATEGY FOR HUMAN RESOURCE DEVELOPMENT AND LITTLE LIKELIHOOD OF HAVING ONE. HE WONDERED HOW THE MEXICAN GOVERNMENT HAD THE TEMERITY TO SEND EXPERTS IN RURAL SCHOOL CONSTRUCTION TO HELP POOR VILLAGERS IN NORTHERN NEW MEXICO -- UNTIL HE RECALLED HOW HE AND THOUSANDS OF OTHER AMERICANS MADE INSTANT DIAGNOSIS AND PRESCRIBED QUICKIE REFORMS TO AGE OLD PROBLEMS IN OTHER LANDS.

AN EXPERT, IT WAS SAID, WAS ONE WHO HAD FLOWN OVER A COUNTRY IN THE DAYTIME. IN YEARS AHEAD, HE WAS TO RECALL

THAT BAD JOKE WITH MINGLED PAIN AND AMUSEMENT. WOULD IT HAVE BEEN BETTER NEVER TO HAVE LEFT HOME? THAT CONCLUSION HE COULD NEVER ACCEPT.

HIS NEXT CALL TO WASHINGTON CAME IN 1966 -- THE WHITE HOUSE CALLING. LYNDON JOHNSON WAS DOING WHAT THE FORMER MAJORITY LEADER DID BEST, LOBBYING IN CONGRESS FOR PROGRAMS CLOSE TO HIS HEART. HELP WAS NEEDED TO PASS THE INTERNATIONAL EDUCATION ACT -- LEGISLATION WHICH WOULD PUT A SOLID FOUNDATION UNDER UNITED STATES OVERSEAS EDUCATIONAL EFFORTS.

THE INTERNATIONAL EDUCATION ACT OF 1966 PASSED, THANKS TO LYNDON JOHNSON. IT WAS THE LAST PUBLIC EXPRESSION OF BELIEF THAT INTERNATIONAL EDUCATIONAL EXCHANGES COUNTED FOR SOMETHING VERY IMPORTANT. THE ACT WAS NEVER FUNDED. IT LIES INERT ON THE STATUTE BOOKS. AND GONE IS THE DREAM OF SO MANY THAT IN SOME OBSCURE WAY THEY WERE BUILDING, HOWEVER CLUMSILY AND BLINDLY, A NEW EDIFICE OF INTERNATIONAL COOPERATION, EVEN POSSIBLY THE SUB-STRUCTURE OF THE COMING PARLIAMENT OF MAN. VIET NAM FIRST OVERSHADOWED ALL, THEN ECLIPSED ALL, FINALLY OBLITERATED ALL. AMID ALL THE CRUEL LEGACIES OF VIET NAM, PERHAPS THE CRUELIST OF ALL HAS BEEN THE REBIRTH OF ISOLATIONISM. LARGELY GONE IS IDEALISM, THAT PRECIOUS AMALGAM OF THE SENSE OF OBLIGATION AND THE SENSE OF POSSIBILITY. THE NATION SAW AND FELT, IF ONLY FOR A BRIEF

TIME, THAT KNOWLEDGE WAS TOO PRECIOUS TO BE HOARDED, THAT TO SHARE WITH OTHERS IS TO ENRICH OURSELVES AS WELL, THAT THE MORAL IMPERATIVE OF A RICH NATION IS TO HELP THE POOR OF THE WORLD LIBERATE THEMSELVES FROM THE BONDAGE OF IGNORANCE AND POVERTY.

ALONG WITH MANY OTHERS, HE TURNED HIS BACK ON INTERNATIONAL EDUCATION. AID BECAME ONLY A MEMORY. GOD KNOWS, THERE WAS WORK TO BE DONE AT HOME. HE HAD TRAVELED TO THE FAR REACHES OF THE POVERTY BELT ONLY TO RELEARN THAT WHAT WAS NEEDED ABROAD WAS URGENTLY REQUIRED AT HOME. A DECADE OF RAW EXPERIENCE BECAME COMPRESSED IN A BARE BONES PROPOSITION. IT WAS, AND IS, THAT WE ARE ALL DEVELOPING NATIONS, WITH MUCH TO LEARN FROM ONE ANOTHER.

THE SPHINX LAUGHS -- AS DO THE MARXISTS, AS DO THE CYNICS IN THE RICH WORLD, THE THIRD WORLD, THE FOURTH WORLD. WE ARE TOLD THAT POWER IS ALL THAT COUNTS; THAT THE MARCH OF HISTORY IS ALL THAT MATTERS;

THAT AS EMERSON WROTE OVER A CENTURY AGO, "THINGS ARE IN THE SADDLE AND RIDE MANKIND." YET POSSIBLY -- JUST BARELY POSSIBLY -- A DEEPER INTUITION IS AT WORK, SPEAKS TO LARGER TRUTHS.

HE WAS A SOLDIER IN A CONFUSED AND CONFUSING CRUSADE. RANK AMATEURISM SATURATED EVERY EFFORT, FLAWED EVERY

PLAN, DISTORTED EVERY DREAM.

AND YET MUCH WAS LEARNED.

WE HAVE MOVED FAR BEYOND THE INNOCENCE THAT LED US TO TRY EXPORTING AMERICAN KNOW-HOW.

WE NOW KNOW THAT NEITHER THE AMERICAN MODEL MEDICAL SCHOOL, OR COMMUNITY COLLEGE, OR UNIVERSITY GOVERNANCE SYSTEM CAN BE SUCCESSFULLY GRAFTED ON THE EDUCATIONAL SYSTEM OF ANOTHER NATION.

WE KNOW, OR SHOULD KNOW, THAT SPRINKLING A FEW FULBRIGHT SCHOLARS IN FOREIGN UNIVERSITIES IS INCONSEQUENTIAL, THAT THE WORST OFFENSE COMMITTED IN THE NAME OF INTERNATIONAL EDUCATION IS TO OPEN OUR DOORS TO STUDENTS WHO HAVE NO INTENTION OF RETURNING HOME.

WE KNOW, OR SHOULD KNOW, THAT THE SHANGHAI COMMUNIQUE MASQUERADES THE CHINESE EFFORT TO MAKE SCIENTIFIC AND TECHNICAL INFORMATION A ONE-WAY STREET.

WE ALSO KNOW THAT IT IS NOT POSSIBLE TO PUT A DOLLAR SIGN OR A RUPEE SIGN ON THE VALUE OF AN EDUCATED PERSON. DESPITE GREAT EFFORTS, ECONOMISTS HAVE NOT SUCCEEDED IN CALCULATING THE RETURN ON INVESTMENT IN HUMAN CAPITAL. IN THE FARMS AND VILLAGES OF THE INDIAN PUNJAB, AS IN OHIO, PARENTS WANT SCHOOLING FOR THEIR CHILDREN. AND FOR GOOD CAUSE. BARBARA WARD HAS WRITTEN, "NO POOR NATION IS EDUCATED, AND NO EDUCATED NATION IS POOR."

HE AND OTHERS LEARNED FROM FAILURES. BUT HAVE WE LEARNED FROM OUR SUCCESSES?

IN LUDHIANA, INDIA, ON THE GREAT PLAINS OF THE PUNJAB, THE HIGH HIMALAYAS SHROUDED ON THE FAR HORIZON, THERE EXISTS THE MOST PROFOUNDLY REVOLUTIONARY INSTITUTION IN NORTHERN INDIA. IT IS OSU'S SISTER UNIVERSITY, PUNJAB AGRICULTURAL UNIVERSITY, WHICH FACULTY FROM OSU HELPED SHAPE. IT IS A UNIVERSITY WHICH BRINGS NEW KNOWLEDGE AND NEW HOPE FOR A BETTER LIFE. IT IS ALREADY TRANSFORMING THE FACE OF THE LAND AND THE ECONOMY, AND FOR THE NEW UNIVERSITY THIS IS ONLY THE BEGINNING OF THE BEGINNING.

PUNJAB AGRICULTURAL UNIVERSITY IS A SUCCESS STORY. BECAUSE AMERICAN AND INDIAN EDUCATORS TEAMED UP TO MAKE IT SO. IT IS A SUCCESS STORY THAT CAN BE REPLICATED THROUGHOUT THE WORLD'S POVERTY BELT -- IF ONLY WE DECIDE THAT WE MUST AGAIN TRY.

LIKE HIS COLLEAGUES IN OSU'S COLLEGE OF AGRICULTURE, HE FIRST CAME TO ADVISE, COUNSEL, AND GIVE. MUCH LATER HE WAS TO LEARN TO ACCEPT, RECEIVE, AND LEARN.

THE TRAVELER'S SCRAPBOOK IS THUS EMPTIED; THE ODYSSEY COMPLETED. ON HOTEL STATIONERY IS SCRAWLED THIS SENTENCE. "KNOWLEDGE IS TOO PRECIOUS NOT TO SHARE." HE DOESN'T KNOW WHETHER HE SAID IT OR SOMEONE ELSE SAID IT. AND IT DOESN'T MATTER.