

“The ability of American businesses to thrive in the twenty-first century will depend in large measure on our Nation’s responses to the increasing diversity of our own populations. To succeed, American businesses must select leaders who possess cross-cultural competence—the capacities to interact with and understand the multiplicity of perspectives held by persons of different ethnicities. Authorities concur that cross-cultural competence is the most important new attribute for future effective performance in the global marketplace. Research confirms students are likely to acquire greater cross-cultural competence in a multicultural academic environment, in which students and faculty of different cultures and races interact, than they are in a homogeneous one, in which cross-cultural communication is a mere theoretical construct.”

And finally, economic growth is key to resolve a host of social problems, aid national security, and improve living standards. From Leonard Silk, Distinguished Professor of Economics at Pace University and Senior Research Fellow at the Ralph Bunche Institute, in the *Foreign Affairs* magazine, Vol. 72, Issue 1, 1994:

“Economic hardship is not the only cause of social and political pathologies, but it aggravates all of them, and in turn they feed back on economic development. They also undermine efforts to deal with such global problems as environmental pollution, the production and trafficking of drugs, crime, sickness, famine, AIDS, and other plagues. Economic growth—and growth alone—creates the additional resources that make it possible to achieve such fundamental goals as higher living standards, national and collective security, a healthier environment, and more liberal and open economies and societies.”

Advantage Two is Service Learning. First, current national programs towards underprivileged youth utilize an unsuccessful reactionary policy. Implementing the affirmative is crucial to motivating students and building effective communities. From Sagawa, previously cited:

“Young people’s experience would be part of a learning plan that helps them connect their service to citizenship. Some students would be so motivated by their experience that they would want to stay involved, some would use their experience in other ways, bringing their greater sense of self-worth, community, teamwork, and other skills to future undertakings. Unfortunately, these kinds of opportunities are the exception, not the rule in America today. Despite the pivotal nature of the early teen years, youth-focused investments tend to emphasize problems, not potential. We spend money telling teens to stay away from drugs; to discourage teen pregnancy. Yet research tells us that giving young people something to say ‘yes’ to is an essential part of teaching them to say ‘no.’” Community-building through the affirmative is empirically effective. The examples include support for the environment and the homeless and assistance ranging from tutoring the young children to caring for the elderly. The affirmative teaches students to