

H B

343

STATE OF ALASKA  
THE LEGISLATURE

POUCH Y - STATE CAPITOL  
JUNEAU, ALASKA 99811  
907-465-3800

LEGISLATIVE AFFAIRS AGENCY  
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May, 1988

Copies of minutes listed below were originally included in this file. The minutes are available on the STAIRS database CMPR. In order to save space copies of minutes have not been left in the files.

Mary Van Nimwegen

HHESS

1-21-88

8:30 a.m.

# HOUSE COMMITTEE REPORT

(7)

Date referred: 1/11/88

FURTHER REFERRALS: Finance

DATE: 1-21-88

The Health, Education and Social Services Committee has considered HB 343

"An Act creating the Asian language study grant fund."

**RECOMMENDS:**

- replace with CS HB 343 (HESS)  the same title
- attached amendment(s)  a new title
- do pass
- do not pass
- no recommendation
- individual recommendations
- additional referral to the \_\_\_\_\_ Committee

**ADOPTS:**  \_\_\_\_\_ letter of intent

**ATTACHES NEW FISCAL NOTE(S):**

- fiscal impact  same as previous fiscal note published \_\_\_\_\_
- zero fiscal note  same as previous zero fiscal note published \_\_\_\_\_
- zero with analysis

**SIGNING DO PASS:**

*Joyce Keady*  
*J. Ellis*  
*Walter E. Johnson*  
*Bill Hinds*  
*Wesley Greenberg*  
*Dave Dewley*

**SIGNING OTHER RECOMMENDATIONS:**

*Roll E (JED) - No Rec*

*J. Ellis*  
 (Chairman's signature)  
*Walter E. Johnson*

1024 WEST SIXTH AVENUE  
ANCHORAGE, ALASKA 99501  
(907) 274-4031

WHILE IN SESSION  
P.O. BOX V  
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# ALASKA STATE HOUSE

OFFICE OF MAJORITY WHIP



CO-CHAIR  
HEALTH, EDUCATION & SOCIAL SERVICES

LABOR & COMMERCE  
SUBCOMMITTEE ON FOREIGN TRADE

REPRESENTATIVE JOHNNY ELLIS

## M E M O R A N D U M

TO: All House HESS Committee members  
FROM: Rep. Johnny Ellis *JE*  
DATE: January 20, 1988  
SUBJECT: Changes found in proposed CSHB 341 and CSHB 343

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The proposed 01/20/88 draft of proposed committee substitute for HB 341 has the following changes:

Throughout the bill, changed the word "Asian" to the term "Pacific Rim" to correspond with the changes made in HB 343 that will allow Russian and Tagalog languages to be included in the grant fund.

The proposed 01/20/88 draft of proposed committee substitute for HB 343 has the following changes:

Changed the word "Asian" to the term "Pacific Rim" throughout the bill to allow Russian and Tagalog languages, in addition to Chinese, Japanese and Korean, to be included in the grant fund.

Line 20: specified that the grant fund may be used for both written and spoken language programs

Lines 28-29: Defined "Pacific Rim languages" to include Russian and Tagalog in addition to the original Chinese, Japanese and Korean languages.

WORK DRAFT

WORK DRAFT

WORK DRAFT

5-1476B  
Ford  
01/20/88

Original sponsors: Ellis, Martin,  
Brown, Boyer, et al.

1 IN THE HOUSE

BY THE HEALTH, EDUCATION AND  
SOCIAL SERVICES COMMITTEE

2 CS FOR HOUSE BILL NO. 343 (HESS)

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 FIFTEENTH LEGISLATURE - SECOND SESSION

5 A BILL

6 For an Act entitled: "An Act creating the Pacific Rim language study grant  
7 fund."

8 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

9 \* Section 1. PURPOSE. It is the purpose of this Act to

10 (1) assist the public school system to provide Pacific Rim  
11 language study programs;

12 (2) encourage pupils in the study of Pacific Rim languages;

13 (3) promote growth in relations between the state and Pacific  
14 Rim nations.

15 \* Sec. 2. AS 14.30 is amended by adding new sections to read:

16 ARTICLE 9. PACIFIC RIM LANGUAGE STUDY GRANT FUND.

17 Sec. 14.30.700. PACIFIC RIM LANGUAGE STUDY GRANT FUND. (a) The  
18 Pacific Rim language study grant fund is established. The department  
19 may make grants from the fund to eligible districts in the public  
20 school system for both written and spoken Pacific Rim language study  
21 programs in grades K-12. Pacific Rim language study programs must be  
22 in addition to and not in replacement of existing foreign language  
23 programs.

24 (b) The department shall establish by regulation eligibility  
25 criteria for receiving grants under this section. The department may  
26 not award a grant to a district of the public school system under this  
27 section for more than three consecutive fiscal years.

28 (c) In this section, "Pacific Rim languages" means Russian,  
29 Tagalog, Chinese, Japanese, or Korean languages.

**Language Barrier**  
By Andrey Olsen

The problem many fishermen face is their ignorance in foreign languages. This is a major problem in Alaska. Because of it, Alaska has a hard time keeping up with trading in the fishing industry. Here at Mt. Edgecumbe, we are trying to break this language barrier by introducing the Japanese and Chinese languages, one of which is required to graduate. A Pacific Rim Culture class is also required here for one year. This insures that the students will have a good background and a greater understanding for these cultures.

**Manufactured Products**  
By Jaylene Peterson

Have you ever noticed that almost every little lock-knack, trinket, stuffed animal, dish set, pencil and pen are all manufactured in either China, Korea, Hong Kong, the Philippines or Japan? Labor in these countries is much less costly than it is here in the United States, so companies have their products manufactured in one of these places, and have it shipped to the U. S. Last year, the media class held a press conference with a group of Japanese businessmen in the girls dormitory lounge. I asked one of the men whether or not he'd picked up any souvenirs to take back from his stay in Alaska, and he replied, "I looked around, but everything I saw was made and sent here from home!" Sorry! Better luck next time!

**Timber Trade**

A major part of Alaska's economy is in the timber industry. A lot of money in the state is made selling timber directly to Pacific Rim countries such as Japan and China. Without trade with these two countries, our timber export would most likely be cut in half. This would lead to many unemployed people here in the state!

**Trade**

By Alex Singh

Alaska trades it's oil, gas, timber, minerals, and fish with the Pacific Rim Countries. In return they send us electronic items, food, minerals, and other energy products which we need. Alaska trade is different in the sense that we don't actually trade the items mentioned above, we sell it to them and then we purchase the items from them that they have the we need.

We trade with these countries in the Pacific Rim: Korea, Japan, Hong Kong, Taiwan, and The Peoples Republic of China.

**Alaskan Economy**

Alaska economy is based on how much trade we do, produce and catch, and how many tourists come and visit our great state.

For the year of 1986, Alaska produced 12.2 to 27.0 billion barrels of oil and an estimated 90 trillion to 167 trillion cubic feet of gas. In the lumber business an average of 20,000 to 100,000 trees were cut and used. About 80% of those trees were traded to other nations. Alaska accounts for 50% of the total amount of fish caught in the U.S. With a wholesome seafood sales in the U.S. With a wholesome seafood sales value of \$1 billion. In minerals a total of 28 million tons of coal and 1.5 tons of quartz were mined and since 1800's 30 million ounces of gold, more than a billion pounds of copper, 50 million pounds of lead, and 20 million pounds of silver has been extracted from Alaska mines. Alaska produces 22 out of the 30 minerals purchased from the Pacific Rim countries. In tourism, 800,00 people visited Alaska last year, with a total expenditure of a billion dollars. It is anticipated that by the year 1990, 1 million people will have visited Alaska.



Mary Hudson & Alexander Singh are making Gong Bao GI Ding (Hot & Spicy Chicken)

**Currency**  
By Mike Kimber

Exchange rates are very important in today's business. In Alaska we pay more attention to exchange rates in the Pacific Rim Nations because most of our trade economy is based in the Pacific Rim. It is very important for us to keep an eye on it because it helps predict whether an economy of a country will boom or bust and it also helps us decide to invest in foreign nations.

Listed below are some of the important exchange rates.

COUNTRY/CURRENCY	FOREIGN-US	US-FOREIGN
AUSTRALIA/DOLLAR	675	1.48
CANADA/DOLLAR	.73	1.37
HONG KONG/DOLLAR	.133	7.52
JAPAN/YEN	00626	159.75
CHINA/YUAN	3.22	
N. KOREA/WON	.94	

\* THESE EXCHANGE RATES CHANGE DAILY

**Corporation Invasion**

Japanese companies are now conquering American markets by opening factories in the United States. They prefer to open them in the mid west and south because they see some of the "sacrifice everything" work ethics that Japanese workers had just after the war.

Japanese companies will offer a projected

840,000 additional new jobs in the next decade. The record showings of the Yen against the U. S. dollar and the labor unions inability to organize has allowed for successful expansion into the United States.

This will be a blessing for consumers and middle class blue collar workers.

**PACIFIC RIM THE FUTURE IS NOW!**



**Pacific Rim Languages**  
by Andy Williams

Here are some of the languages that are spoken in our five main Pacific Rim countries. Among these you will notice that most of them contain many languages depending on the population of the country. They are as follows.

- |              |                    |               |
|--------------|--------------------|---------------|
| <b>China</b> | <b>Philippines</b> | <b>Russia</b> |
| Cantonese    | Philippino         | Azerbaijani   |
| Hakka        | Togo               | Byelorussian  |
| Chinese      | Haci               | Chuosh        |
| Mandarin     | Cebu               | Czech         |
| Shanghai     | Biki               | Georgian      |
| Fukien       | Panc               | Kuzakh        |
| Tibetan      | Hiligaynon         | Kirghiz       |
| Uigur        |                    | Morduin       |

**South Korea** Korean  
**Japan** Japanese



Mt. Edgecumbe sister school in Hefei, China



**Pacific Rim Sister Schools**  
By Andrea Porter

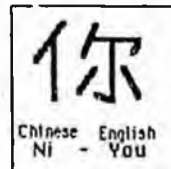
A sister school is a program put together by the Department of Education to exchange letters, videos, and photographs and also develop a basis for a student and staff travel exchange program.

After a school applies for a sister school and recommends an area of location, the DOE matches up and assigns a school.

At Mt. Edgecumbe High School we have two sister schools located in the Pacific Rim. One of which is "Hefei Middle School" in China. Hefei is the capital of Anhui Province, which is situated between the Yangtze River and the Huai River in East China. The Other school which we are exchanging with is "Muroan High School" which is located in Hokkaido, Japan.

**Chinese Pen Pals**

There are a few students here at Edgecumbe who are corresponding with students in China. The students who are attending their second year in a Chinese class at MEHS have pen pals from the Hefei #2 Middle School, which is also one of our sister schools. If you would like to have a Pacific Rim pen pal you should contact Mrs. Vergin, the Chinese instructor at Mt. Edgecumbe. Chinese language is not necessary, and help is offered.



**Japanese Lifestyles**  
By Carrie Peques

**The Home:**  
The traditional Japanese-style houses were usually two stories high made of wood: beams and walls, with a tile roof. They also use sliding panels as windows and doors. The floor was covered with cushioned straw mats called "tatami" for their comfort. These mats were always clean, because shoes were never worn in the house. Back then, they usually slept on bedding that was rolled out on the "tatami." This bedding was stored away in closets during the day so the space could be used for other purposes. As a result of using space wisely, very little furniture was needed.

Nowadays, the Japanese people are more and more taking to the Western style of living. One reason being because more high-rise apartments are being built. They now use things like chairs, tables, beds, and other kinds of furniture, although the traditional sliding doors and "tatami" floors are still being used. The Westerner has widely influenced the modern Japanese lifestyle, but their ancient cultural ways will never fade away.

**Cuisine**

**Oriental Food:**  
The Japanese diet mainly revolves around what they can catch or grow in the ocean. Fish, for instance, has been the main source of protein in the Japanese diet. Other seafoods are shrimp, salmon, and tuna. They are



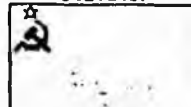
Mr. Hayashi demonstrates his technique to watchful viewers.

**Primary Countries**

**People's Republic of China**



**U.S.S.R.**



**Philippines**



**Japan**



**South Korea**



**Secondary Countries**

**Canada**

**Australia**  
**New Zealand**  
**South Pacific Islands**

**Thailand**

**Taiwan**

**U.S.A.**

prepared in a number of ways, for example, they can be stir-fried, deep fried, and in some cases, eaten raw or alive.

Now, the Japanese have started to accept the Western ways of eating meat. They are acquiring a taste for the Westerners' habit of cooking the meat or using processed meat in their meals. Somewhat more slowly, Americans are accepting Japanese food into their diet. Someday, maybe Japanese food will be a more common part of our daily diet.

**Population Projections**

by Mike Pilla

Did you realize that if Japan's ever-increasing population grew 5% a year, during the year 2000, it would have almost doubled its current population of 119,996,000. By the year 2033, the Japanese would surpass China's current population of 1,031,563,000.

If China's prolific population underwent a 20% increase a year, by the year 2025, their number of people or inhabitants occupying a specific geographical locality, such as a country, institution, or world would increase from 1 billion to 1 trillion people!

If the U.S. population accelerated to an increase of 4% a year, in the year 2005 our numbers will have doubled, and by the year 2014 our numbers will have tripled.

*Chris  
copy if bill files*

Parent Advisory Council  
Gastineau School, Douglas, AK.  
January 15, 1988

JAN 10 1988

To: Representative Johnny Ellis

Dear Representative Ellis,

Gastineau School, in the Juneau School District, serves the community of Douglas and Douglas Island. Our student population is currently set at 312 elementary schoolchildren. For the past year, our parent group has sponsored a Japanese teacher who has provided our children with instruction in the Japanese language and exposure to the culture and customs of Japan. Parents, teachers and students have expressed such satisfaction with the program, we are preparing to extend the stay of our teacher for another year. The financial burden this places on our Parent Group is staggering, especially in light of our relatively small student population and the current economic slump being experienced by Juneau. As is usually the case, the benefits of such a program are shared by all of our students, while the commitment to fundraising is borne by a few of our more dedicated parents.

Your introduction of House Bills 341 and 343 which would appropriate funding and establish an Asian Language Fund for Alaskan schools, is a most timely and progressive step in preparing our children for their futures. Our Parent Advisory Council would like to extend our appreciation to you for recognizing this need and offer strong support for the passage of these bills. We would hope that the Alaska legislature would join you in your efforts to develop and maintain strong educational ties with the Pacific Rim.

Sincerely,

*Paulette M. Simpson*

Paulette M. Simpson  
Member, Executive Committee  
Parent Advisory Council  
Gastineau School, Douglas



# Alaska State Legislature

Please enter into the record my testimony to the HESS  
 committee name  
 committee on #343 . #341 , dated 1-19-88  
 bill/subject

I support House Bill #343 and #341 on the study of Asian language in the schools and for grant funding.

I would like the committee to consider the inclusion of Russian within these Bills. Nome is currently working on cultural and commercial exchanges with Provideniya and the Soviet Far East. We believe Nome and Western Alaska will benefit from the learning languages in the Pacific Rim.

Signed: Jim Stimpfe  
 Testifier

Nome Chamber of Commerce  
 Representing (Optional)

Committee for Cooperation, Commerce, and Peace  
 Address

Box 729 Nome 443-2002

Phone No.



# Alaska State Legislature

Please enter into the record my testimony to the HESB and Finance  
committee name

committee on HB 341, HB 343, dated Jan 19, 1988  
bill/subject

My name is Raymond Stein. I teach Japanese language + Pacific Rim Cultures at Mt. Edgecumbe High School. Primarily as footnotes to the testimony of those who have already spoken, I would like to offer the following comments:

① There is obviously a tremendous amount of support for this bill within the state. For comparative purposes, in Washington and Oregon, from 1980 to 1986-87, the number of Chinese + Japanese programs increased from 4 schools to 60 (sixty) schools offering the languages. The trend is obvious.

② I have a significant number of students who excel in Japanese, despite the difficulty. Both non-native and native students do well. About 20% of my students do well enough to succeed and excel at the college level, too. Interesting in a number of ways, native languages such as Yupik resemble Japanese in grammar more than English.

Signed: \_\_\_\_\_

Testifier Raymond Stein

Mt. Edgecumbe High School

Representing (Optional)

Address 1297 Seward Ave. Sitka, AK

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# ALASKA STATE HOUSE

OFFICE OF MAJORITY WHIP



CO-CHAIR  
HEALTH, EDUCATION & SOCIAL SERVICES

LABOR & COMMERCE  
SUBCOMMITTEE ON FOREIGN TRADE

REPRESENTATIVE JOHNNY ELLIS

## M E M O R A N D U M

TO: Members of the House HESS Committee  
FROM: Rep. Johnny Ellis *JE*  
DATE: January 19, 1988  
SUBJECT: HB 341 and HB 343: Pacific Rim Asian Language Fund

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As you know, there is currently a great deal of interest in making Alaskans viable participants in Pacific Rim trade. One way to reach this goal is to give Alaskan students the opportunity to be knowledgeable in the language and culture of various Asian countries. I feel that this goal, addressed by Governor Cowper in his State of the State Address last January, is worthwhile and deserves the support of this committee and this legislature.

The enclosed legislation would help school districts reach this goal. The bill will establish with the Department of Education a fund to enable school districts to offer Asian languages as an adjunct to their normal foreign language curriculum. School districts would submit to the state a proposal as to how they would use the grant money.

This Asian Language Fund would be open for programs K-12, and districts would be asked to describe their long-range plan for developing Asian language curriculum.

I ask for your support in creating the fund and helping our students prepare for Alaska's future.

MT. EDGE CUMBE HIGH SCHOOL  
MISSION STATEMENT

"An Alaskan School for Alaska's Future"

MT. EDGE CUMBE HIGH SCHOOL provides new and important education opportunities for Alaskan students, particularly rural Native youth. The school places high expectations upon students, administrators and staff. Programs and curriculum are based upon a conviction that students have a great and often unrealized potential. The school prepares students to make the transition to adulthood helping them to determine what they want to do and develop the skills and the self-confidence to accomplish their goals.

MT. EDGE CUMBE HIGH SCHOOL students are required to pursue rigorous academic programs that encourage students to work at their highest levels. Administrators, teachers, and other staff are required to keep current on educational advances and to initiate innovative, challenging and stimulating classroom programs and activities.

Teachers and staff will develop the capacity to analyze issues to anticipate future social and economic needs of Alaska, such as Alaska's economic position among the Pacific Rim nations, and to integrate an educational approach to these issues into the curriculum. A strong curriculum in English, social studies, mathematics, science, fine arts, computers, vocational education, career exploration, second languages, and physical education is provided. Special emphasis is also placed on the study of topics specific to Alaska. These include the Alaska environment, history, natural resources, Native land claim issues, and the history, culture, and languages of the Pacific Rim. Vocational education will be stressed through entrepreneurship. Different cottage industries will be run by students which will incorporate processing of raw products, wholesaling, retailing, purchasing of equipment, billing, etc.

MT. EDGE CUMBE HIGH SCHOOL as a boarding school will offer students a wide range of support activities to assure the success of all students. To facilitate personal growth and decision making skills, each student will be assisted, guided, and challenged to make choices about future academic or technical schooling, rural or urban residence, and alternative methods of making a living. Students will be respected for their cultural background, and students and teachers will be encouraged and expected to offer insights to increase the effectiveness of the school.

Extraordinary opportunities for leadership, public service and entrepreneurship will be integrated into the program, both during and after school hours. The school will prepare students for college, for the academic demands of a college curriculum, and the social demands of being away from home and managing time effectively. Some students will be selected who are having a difficult time with their home environment. Staff will do every thing possible to help these students become productive citizens.

0103A



Mount Edgecumbe High School Braves

Mount Edgecumbe High School Sitka, Alaska

COURSE OFFERINGS  
1987-88 School Year

9th GRADE

Required:

English I, Fundamentals of  
English I  
Ocean Science  
General Math I, Algebra I,  
Pre Algebra, Fundamentals of Math  
Computers I  
World Geography  
P.E./Health I  
Social Skills

10th GRADE

Required:

English II, Fundamentals of English II  
P.E./Health II  
Alaska History  
Biology  
General Math II, Pre Algebra, Algebra I,  
Geometry, Fundamentals of Math

Electives:

Home Economics  
Entrepreneurship  
Computer II  
Media & Communications

Required in 10, 11, or 12th grade:

Computers II  
Pacific Rim Cultures  
Japanese or Chinese I

CONTINUED ON BACK SIDE

11th GRADE

Required:

English III, Fundamentals of  
English III  
U. S. History

Electives:

Home Economics  
Entrepreneurship  
Media & Communication  
Advanced P. E.  
Pacific Rim Cultures  
Japanese II/Chinese II  
Chemistry, Marine Science  
Computers II, III  
World History  
Algebra I, II, Geometry  
General Math II  
Principles of Technology

12th GRADE

Required:

English IV, Fundamentals of  
English IV  
Government/Alaska Issues

Electives:

Principles of Technology  
Trigonometry, Algebra I,  
Algebra II, Geometry  
Diplomatic History  
Media and Communication  
Entrepreneurship  
Advanced P. E.  
Japanese II/Chinese II  
Chemistry, Marine Science  
Computers III, IV  
World History  
Home Economics

Special Note:

Work Study - Must be 16 years old.  
Science - One class required junior or senior year  
Math - One class required junior or senior year

Additionally we  
are offering  
Japanese III to  
students this  
year.

STATE OF ALASKA  
DEPARTMENT OF EDUCATION  
Mt. Edgecumbe High School  
1297 Seward Avenue  
Sitka, Alaska 99835  
(907) 966-2201

Requirements for Graduation

Total credits for graduation:

Required:

4 years - Social Studies  
4 years - English  
1 year - Japanese or Chinese language  
1 year - Pacific Rim Cultures  
3 years - Science  
3 years - Math  
2 years - Health/P.E.  
2 years - Computers

20 credits

Plus: 4 electives

4 credits

24 credits required to graduate

Transfer students (students who enter Mt. Edgecumbe High School after completing the 9th grade) will be required to meet State of Alaska requirements for graduation. However, transfer students must complete three (3) credit hours for each semester in attendance at Mt. Edgecumbe High School.

All students are required to take and pass six (6) solid courses per semester while in attendance at Mt. Edgecumbe High School plus meet the minimum State of Alaska graduation requirements.

The basic curriculum will be supplemented by art, music, and vocational classes offered before and after the regular school day. These classes may be taught by regular MEHS teachers or by Islands Community College, Sheldon Jackson College, or Sitka School District instructors. In certain instances college credits may be obtained by Mt. Edgecumbe High School students.

Band, chorus, art, electronics, welding, drivers education, year book, journalism, photography, accounting, specific computer skills, drama, anthropology, psychology, sociology, diesel mechanics, small engines, navigation, and emergency medical training are examples of courses that may be taken by Mt. Edgecumbe students outside the regular school day. Some of the courses could be for enrichment and some could be college credit classes.

Work study opportunities will be available for many junior and senior students at MEHS. Many of the training stations will provide students with income and experience as well as a chance to explore vocational or career opportunities. Students should be aware that presently the Mt. Edgecumbe High School has no educational shop facilities. Classes could be held at Sitka High School for Mt. Edgecumbe High School shop students on weekends or after the regular school day.



# Alaska State Legislature

Please enter into the record my testimony to the Health, Education, & Social Services  
 And Finance committee name

committee on House Bills 343 & 341 , dated 1/20/88  
 bill/subject

Gentlemen & Ladies:

I would like to testify to the need of passing House Bills 343 & 341 on the basis of our being part of "The Pacific Rim"; that we are closely allied with Japan on an industrial and fisheries level with the relationship growing each year; that our relationships with other "Pacific Rim" countries are also growing rapidly; that much of the demand for our raw products and fish come from these countries; and much of our potential investment capital is available in these countries. As our relationships to "The Pacific Rim" countries continues to grow, the need for clearer and closer understanding between ourselves and these countries become greater. The only way to accomplish this is through understanding their language and customs. This is especially important in highly structured societies such as these countries have.

It will help tremendously for the youth of Alaska to have the advantage of Asiatic Language Studies in the school system when they take their places in the work force whether it be as a fisherman after high school, or goes on to higher education. To succeed in fishing or business in Alaska it is becoming more and more necessary to deal with "Pacific Rim" countries directly or with their businessmen. Knowledge of their languages and customs becomes very important each year.

There is one additional benefit of the passage of these bills. In most of the high schools of Alaska, the only foreign languages being taught are Spanish and French. With the present budget constraints, it is difficult to offer more languages. However, both of the languages mentioned have little or no relationship to the needs of college bound students in the sciences. French and Spanish relate to the humanities and certain business areas and to literature. The languages of science today are English, Russian, Japanese, Chinese, German and Latin. One of the requirements for acceptance at the better universities and colleges is two years of a foreign language in high school. For a science student to have

Signed:

Testifier

EDWARD B. JACK

Representing (Optional)

3789 Spruce Cape Road, Kodiak, Alaska 99615

Address

(907) 486-5333

Phone No.

2

all his options open for specialization in college and graduate school, it is necessary for the high school student to carry seven subjects if he wishes take any form of physical fitness or athletics. By passing these bills, the State of Alaska will allow the schools of our state to offer at least two of the science languages to these students.

This does not imply that all of the emphases of of Bill 343 should be only at the secondary level (high school) Some pilot programs should be set up in the primary schools.

I'd like to summarize by saying that whether a student in our public school system is going fishing after finishing high school or into a cannery or into business, his chances of success in life are greater anywhere in "The Pacific Rim" with an Asiatic language than without as the relationships between these countries become closer and the ties stronger. Furthermore, passage of 343 will rectify a problem that exists within the entire State School System-of giving language support to students interested in higher education only in the humanities; not in science. The science student will now have the option of a science support language.