

HB

6

# HOUSE COMMITTEE REPORT

(7)

Date Referred: January 9, 1989

FURTHER REFERRALS: FINANCE

Date of Committee Action: 2/7/90

The HEALTH, EDUCATION & SOCIAL SERVICES Committee recommends that:

HOUSE BILL NO. 6 [PACIFIC RIM LANGUAGE GRANT FUND]  
"An Act creating the Pacific Rim language study grant fund."

- [ ] be replaced with \_\_\_\_\_ [ ] the same title  
 [ ] a new title
- [ ] have attached amendment(s)
- [  ] 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 DOE  
 [ ] zero fiscal note  
 [ ] zero with analysis

APPROVES PREVIOUS:

- [ ] fiscal note(s) published:  
 \_\_\_\_\_  
 [ ] zero fiscal notes(s) published:  
 \_\_\_\_\_

SIGNING DO PASS:

J. Ellis  
 \_\_\_\_\_  
W. K. Rosenberg  
 \_\_\_\_\_  
Cheri Davis  
 \_\_\_\_\_  
Mark Boyer  
 \_\_\_\_\_  
George Johnson  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

SIGNING OTHER THAN DO PASS:  
(Do Not Pass, No Recommendation, Amend)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
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 \_\_\_\_\_

J. Ellis  
 \_\_\_\_\_  
 Chairman's signature

**FISCAL NOTE**

**REQUEST:**

Revision Date: \_\_\_\_\_  
Title: Pacific Rim language study  
grant fund  
Sponsor: Ellis, M. Davis, Ulmer  
Requestor: House HESS

Agency Affected: Education  
BRU: Educational Program Support  
Components: Basic Education and  
Instructional Improvement

**EXPENDITURES/REVENUES: (Thousands of Dollars)**

OPERATING	FY 91	FY 92	FY 93	FY 94	FY 95	FY 96
PERSONAL SERVICES	87.0	89.8	92.1	95.1	97.7	100.4
TRAVEL	5.0	5.0	5.0	5.0	5.0	5.0
CONTRACTUAL	5.7	5.7	5.7	5.7	5.7	5.7
SUPPLIES	1.3	1.3	1.3	1.3	1.3	1.3
EQUIPMENT	4.0					
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
<b>TOTAL OPERATING</b>	<b>103.0</b>	<b>101.8</b>	<b>104.1</b>	<b>107.1</b>	<b>109.7</b>	<b>112.4</b>

CAPITAL						
---------	--	--	--	--	--	--

REVENUE						
---------	--	--	--	--	--	--

**FUNDING: (Thousands of Dollars)**

GENERAL FUND	103.0	101.8	104.1	107.1	109.7	112.4
FEDERAL FUNDS						
OTHER						
<b>TOTAL</b>						

**POSITIONS:**

FULL-TIME	2	2	2	2	2	2
PART-TIME						
TEMPORARY						

**ANALYSIS : (Attach a separate page if necessary)**

The Governor's proposed FY91 budget includes \$47.4 for Asian language program implementation. If maintained by the legislature, this fiscal note can be reduced by the \$47.4 now in the Governor's FY91 budget. Attached is information on this budget item.

Prepared by: Mary Hakala Phone: 465-2800  
Division: Educational Program Support Date: 2/6/90

Approved by Commissioner: William G. Demert Date: 2/6/90  
Agency: Education

Distribution (by preparer):  
Legislative Finance  
Legislative Sponsor  
Requestor  
Office of Management and Budget  
Impacted Agency(ies)

# HB 6: PACIFIC RIM LANGUAGE PROGRAM

Proposed Budget  
February 6, 1990

<b>100 PERSONNEL</b>		\$ 87.0
Program Specialist (1.0 FTE)	58.3	
Clerical Support (1.0 FTE)	28.7	
Note: Fiscal note assumes merit increases for full time staff.		
<b>200 TRAVEL</b>		5.0
Program Specialist to provide information and assistance to districts, monitor grants.	5.0	
<b>300 CONTRACTUAL</b>		5.7
Development of Regulations	2.0	
Readers for Grant Proposals		
2 people X \$400 (travel)	800	
2 people X \$80/day X 3	480	1.3
Phone, postage, copying costs	2.4	
<b>400 SUPPLIES</b>		1.3
Program Guidelines (Printing)	1.3	
<b>500 EQUIPMENT</b>		4.0
Word processing equipment compatible with Asian language software and Department of Education computer capability, desk, chair and phone.		
<b>TOTAL</b>		\$103.0

## PERSONNEL

There are no personnel in the Department who can carry out this grant program. A foreign language specialist is needed full-time to:

- a. Provide coordination and assistance services to school districts in Asian language program development.
- b. Assure that all Alaska school districts, especially small and rural districts, have equal opportunity to participate in this program by providing training and technical assistance in program development, application procedures and access to resources.
- c. Develop regulations for this program.
- d. Provide Requests for Proposals for this program based on sound program planning and most current instructional practices; review, approve and award grant proposals.

A full-time equivalent position is needed to support the above activities, including clerical duties, grant administration, and fiscal and accounting functions.

Position Title Education Specialist II		No. of Positions 1	Range/Step 21A	Barg. Unit CCU
Time Status FTE	Staff Months 12.0	Location Juneau		Election District
Type of Expenditure		Amount		
1		2		3
Salary		\$45,744		
Benefits		\$12,543		
Premium Pay				
Other				
Total Personal Services		\$58,287		
Travel				
Contractual				
Commodities				
Equipment				
Other				
Total Cost				
Funding Source for Total Cost				
Federal Receipts 1002				
G. F. Match 1003				
General Fund 1004		\$58,287		
I. A. Receipts 1006				
CIP Receipts 1061				
Other				

**Justification**  
The Education Specialist will be responsible for implementation of Alaska's Pacific Rim Language program. Responsibilities include: providing coordination and assistance services to school districts in Asian language program development; assuring that all Alaska school districts, especially small and rural districts, have equal opportunity to participate in this program by providing training and technical assistance in program development, application procedures and access to resources; developing regulations for this program; and providing Requests for Proposals for this program based on sound program planning and most current instructional practices, reviewing, approving and awarding grant proposals.

The fiscal not assumes merit increases between FY91 and FY96.

FY91	\$58,287
FY92	60,286
FY93	61,975
FY94	64,086
FY95	65,944
FY96	68,168

**Request For  
New Position**

Agency Education  
BRU Educational Program Support  
Component Basic Education

Page      of       
Revised Date     

**FY 90**

Position Title <b>Clerk Typist III</b>		No. of Positions <b>1</b>	Range/Step <b>8 A/B</b>	Barg. Unit <b>GGU</b>
Time Status <b>FTE</b>	Staff Months <b>12.0</b>	Location <b>Juneau</b>		Election District
Type of Expenditure		Justification		
<b>1</b>	<b>2</b>	<b>3</b>		
Salary	19.8	Support functions necessary to implement HB 6, Pacific Rim Language program, will be carried out by one FTE Clerk Typist III. These functions include: clerical support, response to inquiries, grant administration, fiscal and accounting functions.		
Benefits	8.9			
Premium Pay				
Other				
<b>Total Personal Services</b>	<b>28.7</b>			
Travel		The fiscal note assumes merit increases between FY91 and FY96.		
Contractual				
Commodities				
Equipment				
Other				
<b>Total Cost</b>		FY91	28.7	
Funding Source for Total Cost		FY92	29.5	
Federal Receipts	1002	FY93	30.2	
G. F. Match	1003	FY94	31.0	
General Fund	1004	FY95	31.8	
I-A Receipts	1006	FY96	32.2	
CIP Receipts	1061			
Other				

**Request For  
New Position**

Agency Education  
 BRU Educational Program Support  
 Component Basic Education

Page      of       
 Revised Date     

**FY 90**

INCREMENT- DECREMENT DESCRIPTION (Limit to 98 Characters)

ASIAN LANGUAGE PROGRAM

AGENCY CONTACT/PHONE NUMBER:

Mary\*Hakal 165-2800

DESCRIBE WHY THIS INCREMENT/DECREMENT IS NEEDED AND WHAT IT PURCHASES:

The need for Alaskans to understand the rest of the world and its languages is critical for economic and social development. Students need greater opportunities to develop proficiency in a foreign language. Learning a foreign language strengthens academic skills, enhances international economic competitiveness, helps develop informed citizens, stimulates an appreciation for our multicultural, pluralistic society and promotes world understanding.

In Alaska only 2.4% of all elementary students, 12% of all junior high and 26% of all high school students are enrolled in a foreign language program. The national percentage of student enrollments at the secondary level is 27-45%.

In school year 1988-89, Asian language programs were offered in eighteen elementary and secondary schools. Less than 1% of the total foreign language enrollments in Alaska were in Chinese, 13% in Japanese and 3% in Russian. These enrollments compare with 28% in French, 9% in German and 39% in Spanish.

There is a great need to assist school districts in the planning, development and evaluation of Asian language programs. Enrollments have increased by the following percentages from 1987 to 1989: Chinese + 60%; Japanese + 24%; Russian + 91%.

Funding will provide:

An incentive grant program to school districts for beginning or

CODE	EXPENDITURE BY OBJECT	AGENCY REQ.	GOV'S REQ.
100	Personal Services	81.4	40.7
200	Travel	5.0	2.1
300	Contractual Services	5.7	2.0
400	Supplies	1.3	.6
500	Equipment	4.0	2.0
600	Land, Buildings, Etc.		
700	Grants, Claims, Etc.	450.0	250.0
800	Miscellaneous		
TOTAL		547.4	277.4
I-A Transfer (NON-ADD)			
1002	Federal Receipts		
1003	General Fund Match		
1004	General Fund	547.4	277.4
1005	Program Receipts/GF		
1007	I-A Receipts		
	Other		
	PFT	2.0	1.0
POSITION INFORMATION	PPT		
	Non Permanent		
	Staff Months	24.0	12.0

Enhance Existing Service

Compared to FY 90

New Service Compared to FY 90

Formula Program

Continuation of FY 90 Service Level

IMPACT FROM CAPITAL PROJECT (NAME)

Chapter \_\_\_\_\_ SLA \_\_\_\_\_ Page/Line \_\_\_\_\_

C5 INCREMENT/DECREMENT REQUEST

AGENCY PRIORITY \_\_\_\_\_ OF \_\_\_\_\_

AGENCY Department of Education

BRU Education Program Support

COMPONENT Basic Education & Instruct. Improvement

PROJECT Basic Education & Instruct. Improvement

4118

FY - 91

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Revised 11/20/89

00328

improving language programs in Chinese, Japanese, Korean, Russian or Tagalog;

Personnel in the Department to carry out the Asian Language Grant Program. An Education Specialist II and Clerk III will perform the following functions:

- . Provide training and technical assistance in program development requirements and application procedures;
- . Provide and/or develop appropriate resource materials and program support;
- . Review, approve and award grant proposals;
- . Provide clerical support to carry out the above;
- . Develop regulations and Requests for Proposals for the Asian Language Grant program.

Phone, postage, copying costs for the program

Purchase of supplies

Purchase of word processing equipment compatible with Asian languages software

2677, page 19

5 | ADDITIONAL  
EXPLANATION  
FORM

AGENCY Department of Education

BRU Education Program Support

COMPONENT Basic Education & Instruct. Improvement

PROJECT Basic Education & Instruct. Improvement

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Revised 1/20/99

FY - 91

00329

3111 C STREET, SUITE 455  
ANCHORAGE, ALASKA 99503  
(907) 561-7628

WHILE IN SESSION:  
P.O. BOX V  
JUNEAU, ALASKA 99811  
(907) 465-3704

# ALASKA STATE HOUSE

OFFICE OF MAJORITY WHIP



CHAIR  
HEALTH, EDUCATION & SOCIAL SERVICES

JUDICIARY

SPECIAL COMMITTEE ON  
FOREIGN & DOMESTIC TRADE

REPRESENTATIVE JOHNNY ELLIS

## MEMORANDUM

**TO:** Members of the House HESS Committee

**FROM:** Rep. Johnny Ellis *JE*

**DATE:** February 6, 1990

**SUBJECT:** Sponsor statement on HB 6

---

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 during his administration is worthwhile and deserves the support of this legislature.

House Bill 6 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.

# ALASKA STATE HOUSE

OFFICE OF MAJORITY WHIP



## REPRESENTATIVE JOHNNY ELLIS

### ANSWERS TO THE MOST FREQUENTLY ASKED QUESTIONS REGARDING HB 6 AND HB 7

#### HB 6 - "AN ACT CREATING THE PACIFIC RIM LANGUAGE STUDY GRANT FUND."

#### HB 7 - "AN ACT MAKING A SPECIAL APPROPRIATION TO THE PACIFIC RIM LANGUAGE STUDY GRANT FUND; AND PROVIDING FOR AN EFFECTIVE DATE."

---

1) Is there a demonstrated need for a Pacific Rim language grant program?

Yes. Of the 54 school districts in Alaska, only four currently offer instruction in at least one Pacific Rim language. The state's effort in preparing Alaskans for our expanding economic relations has been piecemeal at best.

2) Where will the money for the language grants come from?

A grant fund will be created within the Department of Education. The fund may be capitalized with yearly legislative appropriations as well as public and private donations.

3) Will small and rural schools be able to participate in the program?

Yes. If small schools have difficulty in obtaining certified teachers, the department is considering the use of distance education to enable those schools to take advantage of the grant program.

4) What is covered by the administrative costs?

The administrative costs provide for one position in the Department to develop curriculum, guidelines, standards, and methods of program delivery. Also the costs will cover the coordination, awarding, criteria development and administration of the grants. Some of these costs will decline over time as the program is established.

INCREMENT-DECREMENT DESCRIPTION (Limit to 98 Characters)

ASIAN LANGUAGE PROGRAM

AGENCY CONTACT/PHONE NUMBER:

Mary Hakala/465-2800

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1005	Program Receipts/GF		
1007	I-A Receipts		
	Other		
POSITION INFORMATION	PFT	2.0	1.0
	PPT		
	Non Permanent		
	Staff Months	24.0	12.0

<input type="checkbox"/> Enhance Existing Service Compared to FY 90	<input type="checkbox"/> Formula Program
<input checked="" type="checkbox"/> New Service Compared to FY 90	
<input type="checkbox"/> Continuation of FY 90 Service Level	

IMPACT FROM CAPITAL PROJECT (NAME)

Chapter \_\_\_\_\_ SLA \_\_\_\_\_ Page/Line \_\_\_\_\_

AGENCY Department of Education

BRU Education Program Support

COMPONENT Basic Education & Instruct. Improvement

PROJECT Basic Education & Instruct. Improvement

C5 INCREMENT/DECREMENT REQUEST

AGENCY PRIORITY \_\_\_\_\_ OF \_\_\_\_\_

FY - 91

Page \_\_\_\_\_ of \_\_\_\_\_

Revised \_\_\_\_\_

improving language programs in Chinese, Japanese, Korean, Russian or Tagalog;

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Phone, postage, copying costs for the program

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2677, page 19

AGENCY Department of Education

BRU Education Program Support

COMPONENT Basic Education & Instruct. Improvement

PROJECT Basic Education & Instruct. Improvement

CS ADDITIONAL  
EXPLANATION  
FORM

Page \_\_\_\_ of \_\_\_\_

Revised \_\_\_\_\_

FY - 91

# STATE OF ALASKA

## DEPARTMENT OF EDUCATION

OFFICE OF THE COMMISSIONER

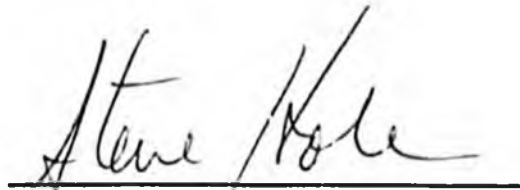
STEVE COWPER, GOVERNOR

GOLDBELT PLACE  
801 WEST 10TH STREET  
P.O. BOX F  
JUNEAU, ALASKA 99811-0500

### Position Paper on HB 6

Second Session  
16th Alaska Legislature

The State Board of Education supports the concept of HB 6, creating the Pacific Rim language study program.



William G. Demmert  
Commissioner

2-6-90

Date

STEVE COWPER  
DOVER 104

STATE OF ALASKA  
OFFICE OF THE GOVERNOR  
JUNEAU

*chris/401a*

December 10, 1987

The Honorable Johnny Ellis  
Alaska State Representative  
1024 West Sixth Avenue  
Anchorage, AK 99501

Dear Johnny,

I appreciated your letter concerning ways to stimulate the development of Pacific Rim related activities in the public schools. Your notion of a special fund for that purpose within the Department of Education might be the right approach. I have asked Commissioner Demmert and the State Board of Education to provide me with some options for getting the ball rolling.

Some ideas which come to mind are: expanding the existing bilingual/bicultural education program to include funding for Pacific Rim languages and cultures; providing incentives, such as the one you suggest, to school districts to develop programs; requiring school districts of certain sizes to provide instruction in at least one Pacific Rim language; providing support for teacher and student exchanges between the home school district and Mt. Eddecumbe High School for short-term instruction and internships in Pacific Rim related programs and projects; providing state support for summer school programs in these areas; and sponsoring and supporting teacher exchanges between Alaska schools and Pacific Rim programs, such as the Taiwanese Language Institute. I do not know if these ideas are feasible or even possible, but, from my perspective, we need to explore every alternative.

The Honorable Johnny Ellis -2-

December, 10, 1987

I think your idea of a grant program is a good one. But I also think we need some type of obligation or commitment for long-term, institutional, program development at the elementary, secondary, and university levels if we are going to make a significant difference.

I look forward to working with you on this issue during the session.

Sincerely yours,



Steve Cowper  
Governor

cc/enc: Commissioner Demmert  
Department of Education

STEVE COWPER, GOVERNOR

**DEPARTMENT OF EDUCATION**

STATE BOARD OF EDUCATION

FEB 1 '88

February 1, 1988

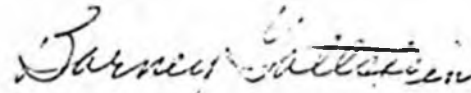
The Honorable Johnny Ellis  
House of Representatives  
Box V  
Juneau, Alaska 99811

Dear Representative Ellis:

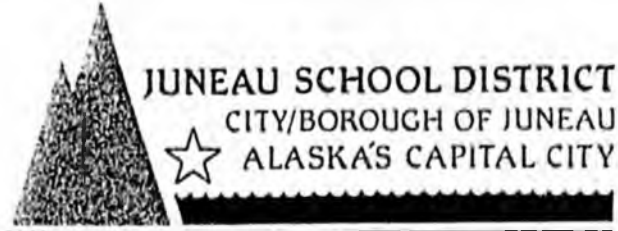
At the January meeting of the State Board of Education held in Juneau last week, the Members of the Board voted unanimously to support HB 343, which would provide incentives for school districts to offer Asian language instruction.

Thank you for your continuing interest in education.

Sincerely,



Barney Gottstein, President  
State Board of Education



10014 Crazy Horse Dr., Juneau, AK 99801 • (907) 586-2303

February 12, 1988

*Chris*

FEB 23 1988

The Honorable Johnny Ellis  
House of Representatives  
House HESS Committee  
Alaska State Legislature  
Fouch V  
Juneau, Alaska 99811

Dear Mr. Ellis:

The purpose of this letter is to provide support for HB 34, "An Act Creating the Pacific Rim language study grant fund."

The Juneau School District is vitally interested in providing Pacific Rim language skills for the students of our district. Several of our schools have brought exchange teachers over from Japan for language and cultural education within the elementary schools. Most of these teachers are supported by parent groups who raise money through various fund-raising activities such as hotdog sales, garage sales, et cetera. As yet, we do not have budgetary means by which to support this important activity.

At the high school level, we have tried a number of ways to facilitate the teaching of Japanese and are currently contracting with the University of Alaska-Southeast to provide some Japanese language experience. We hope to be able to continue to provide service but it is dependent upon a variety of factors, including funding.

Please add us to your list of supporters. Alaska needs to be at the forefront in contributing to the communications between all Pacific Rim countries. Because of our location and our positive attitude, we have a wonderful opportunity to bridge the gaps between countries.

If you need a live example of the wonderful experiences provided by the representatives from Japan that the Juneau School District currently has, please let me know. Our Japanese exchange teachers at Gastineau and Harborview are outstanding.

Thank you for your interest in this critical issue.

Sincerely yours,

Elaine M. Hopson, Ph.D.  
Director of Personnel



# NEA-ALASKA

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

## ANCHORAGE REGIONAL OFFICE

1411 W. 33RD AVENUE  
ANCHORAGE, ALASKA 99503  
(907) 274-0536

## JUNEAU OFFICE

105 MUNICIPAL WAY, SUITE 302  
JUNEAU, ALASKA 99801  
(907) 586-3090

## FAIRBANKS REGIONAL OFFICE

2118 CUSHMAN STREET  
FAIRBANKS, ALASKA 99701  
(907) 456-4435

March 13, 1989

To: Representative Johnny Ellis, Chair  
Members, House HESS Committee

Re: House Bill No. 6; "An Act creating the Pacific  
Rim language study grant fund."  
House Bill No. 7; "An Act making a special  
appropriation to the Pacific Rim language study  
grant fund; and providing for an effective date."

NEA-Alaska supports and encourages your favorable consideration of HB 6 and HB 7.

Proficiency by Alaskans in the Pacific Rim languages is essential to the future of our State.

By making this kind of opportunity more readily available in the public schools, the employment opportunities for Alaska's youth are enhanced substantially in fishing, tourism, the timber industry, international relations and many other areas critical to our future.

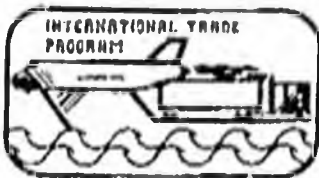
We strongly encourage that this fund be established as a supplemental funding source and be used as an incentive to school districts to commit to sustaining these programs over the long term.

We also encourage that foreign language teachers who are hired under this program be fully qualified and certified.

Thank you for your consideration of our position.

Respectfully submitted,

Bob Manners  
Executive Secretary



KING CAREER CENTER  
Anchorage School District

2650 E. Northern Lights Blvd., Anchorage, AK 99508-4170, (907) 278-9631 Ext. 271

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Vice President Operations  
Alascum

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President  
Orient Travel Agency

TO: REP. ELLIS  
FROM: TORY TOLTON

10860 SNOWLINE DR.  
ANCHORAGE, AK 99516

MARCH 9, 1990

I SUPPORT HOUSE BILLS #6 AND #7 FOR THE  
FOLLOWING REASONS:

- 1) IT WILL GIVE ALASKAN PUBL  
A CHANCE TO START UP NEW  
PROGRAMS.
- 2) WITH MORE FUNDING, THE PACIFIC INM  
LANGUAGES AND CULTURES WILL BE  
BETTER KNOWN, DRAWING THEM INTO  
THE NEWLY EMERGING PACIFIC  
TRADE ARENA.
- 3) THE FUNDS TO BE APPROPRIATED  
LESSEN MISINFORMATION OF PACIFIC INM  
CULTURES. MISINFORMATION MAY BE A  
MAJOR STUMBLING BLOCK OF INTERNATIONAL  
TRADE. STUDENTS IN THE NEW PROGRAMS  
WILL BECOME MORE OPEN MINDED  
TOWARD EASTERN CULTURES, WHICH ARE  
OBVIOUSLY DIFFERENT THAN OUR WESTERN  
CULTURE.

SINCERELY,

TORY P. TOLTON

STUDENT, KING CAREER CENTER  
INTERNATIONAL TRADE PROGRAM



KING CAREER CENTER  
Anchorage School District

2650 E. Northern Lights Blvd., Anchorage, AK 99508-4170, (907) 278-9631 Ext. 27

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Assistant Director  
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International Business

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Chairman  
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TO: REP. ELLIS

FROM: Sam Tes  
3510 Balchen Dr.  
Anch, AK. 99517.

I think it's a good idea for the Pacific Rim Nations ~~to open~~ <sup>to open</sup>, because ~~it is~~ <sup>it is</sup> for the students' futures, ~~to~~ and for our advantages to make their life better. I also think it good to have foreign languages, because it would be better for peoples to communicate with each other, and it's a better use for them to understand of what the other ~~are~~ <sup>is</sup> saying.

Sincerely yours,



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TO REP ELLS  
From Sheryl Buckley, 19 yrs  
10907 KATHIAN DR.  
EAGLE RIVER, AK 99577

In Regards to House bill 6 & 7:  
I feel that it is very important to continue  
in teaching foreign languages, but we need to  
offer more choices in each school for the students  
to take. my opinion is that pretty soon if you don't  
know another language you are entering a global  
era where the companies (not countries) what I'm  
trying to get across is that if you know a foreign  
language it can open so many doors for you. (or ii)

your gateway to the world. Furthermore I think  
that at least four years of a foreign language  
should be required weather that means going  
to school at 6 a.m. to 3 p.m. it doesn't matter  
we and our children as successors deserve  
that requirement to make sure they get the training  
they need to be successful.

Sincerely,  
Sheryl Buckley



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International Travel Agency

TO REPRESENTATIVE ELLIS

FR: RICKY TALARD  
103 WEST 30TH AVE.  
ANCHORAGE, AK  
99503

I SUPPORT HOUSE BILL NUMBER 6 BECAUSE I  
THINK IT'S A GOOD IDEA TO HAVE STUDENTS TO LEARN  
PACIFIC RIM LANGUAGES. IT WILL ALSO BE USEFUL FOR  
THE STUDENTS FUTURE.



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President  
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To: Rep Eli's

From: Jung Sik Han

8964 Blackberry R.D.#104  
Anchorage A.K 99502

I think that it is a very good idea to have foreign languages in schools.

America's future is knowing other countries. I'm learning 3 other languages. Because I'm planning to have an International Hotel Business.

Sincerely,

Jung Sik Han

STUDENT, KING CAREER CENTER  
INTERNATIONAL TRADE PROGRAM



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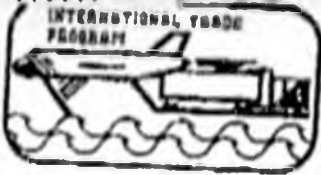
Lee Wareham  
Vice President Operations  
AISCOR

Young Yim  
President  
Orient Travel Agency

TO: Rep. Ellis  
From: Thomas Swensen  
321 Greenwood Drive  
99510 Anchorage, Alaska

Mr. Ellis, I have just read your proposal,  
It's on the right track. This brainchild of yours  
is needed in this town.

Thomas M. Swensen



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Sung Yim  
of Gen  
ment Travel Agency

To: Rep Ellis

From: Angel hee

8621 ANGE ST  
Anchorage, AK 99515

In regards to house bill 677:

In my opinion we should learn more

Foreign Languages the people

who lives on the earth have different  
cultures and speak different languages.

This bill will help:

- Communication
- for peaceful co-existence
- trade
- cultural understanding
- exchange of ideas

Sincerely,  
Angel hee

1 of 1



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TO: Representative Ellis

FROM: Charity Haring

1841 Cindylce Lane  
Anchorage, Alaska  
99507

RE: House Bill #77

I am strongly in favor of this bill because I think that if we wish to increase international relations, then we as Americans should attempt to learn languages other than our own. We usually expect them to learn English, when we should show the same amount of interest in their language and culture, instead of just focusing on ourselves.

I'm also planning on majoring in languages in the future.



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To: Representative Ellis

From: Adrian Burns

4169 Westwood Dr.  
Anch, AK. 99517

I support your Pacific Rim Language Study Grant Fund. With the Pacific Rim countries importance to the world economy and Alaska's economy it is important that we can communicate with them and understand their language and culture



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TO Rep. Ellis Anch AK

From: JAMES DICKINSON  
2930 WEST 84th 99502

Yes, I DO support your House Bill # 6, BECAUSE  
I think it's a good idea for student  
to learn <sup>new</sup> languages



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To: Representative Ellis  
From: Whitney Stewart  
1918 North Salem  
Anchorage, AK 99508

I am in favor of House Bill #7 mainly because the Pacific Rim is so important to Alaska's economy and having the knowledge of their language will better Alaska's trading skills.

As a student, I enjoy learning about cultures other than my own and especially feel as though I have accomplished something special when I can speak to my friends in their native tongue.

Having the opportunity to expand my knowledge is wonderful to me and I would enjoy having the opportunity to do so.

Thank you  
Letha



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To: Representative Ellis

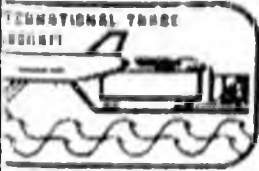
From: Koji Saitake,  
P.O. Box 770887 Eagle River  
Alaska 99577

I am came from Japan we start  
learning English by the time  
we are in 7th grade.

I believe it is important to learn  
a second language.

I strongly support House Bill # 6.

Thank you.



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10% Rep. Ellis  
From: Carra DeBoard  
1837 Foxridge Cir. #2  
Anch. Ak. 99518

I support this bill because  
I believe it is important to learn  
the language of the people in  
the world around us. If people  
begin to understand each other  
they will see that the only  
difference between people of  
different nationalities are  
the languages that they  
speak. Thank you for your  
time.

Sincerely,  
Carra DeBoard

**Language Barrier**  
By Audrey 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 coping up with trading in the fishing industry. Here at PE Edgemont, 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 neck-tie, shirt, jacket, stuffed animal, dish set, and pen are all manufactured in either Hong Kong, Japan, the Philippines or Japan? Here in these countries is such low cost that it is one in the United States, a computer have their products manufactured in one of these places, and are it shipped to the U.S. one year, the media class old a press conference with a group of Japanese businessmen in the girls' cafeteria lounge. I asked one of the men whether or a he'd picked up any vents to take back from stay in Alaska, and he said, "I looked around, everything I saw was made and made here from me!" Sorry! Better at next time!

**Timber Trade**  
A major part of Alaska's economy is the timber industry. A lot of money in the state is made from timber directly in the Pacific Rim countries such as Japan and China. Most trade with these countries, our timber export would most likely be cut in half. This would lead many unemployed people in the state!

**Trade**  
By Alex Singh

Alaska trades its 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 like 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 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 US. With a wholesale seafood sales value of \$1 billion. In minerals a total of 28 million tons of coal and 15 tons of quartz were mined and since 1800's 50 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, 800,000 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 Qi Ding (Hot & Spicy Chicken)

**Currency**  
By Mike Kimber

Exchange rates are very important in today's business. In Alaska we pay more attention to each big rate 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	822	
N. KOREA/YON	94	

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

Japanese companies will offer a projected

**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:

- China**  
Cantonese  
Hakka  
Chinese  
Mandarin  
Shanghai  
Fukien  
Tibetan  
Diyu
- Philippines**  
Philipino  
Tagalog  
Ilocano  
Cebuano  
Bikol  
Panay  
Hiligaynon
- Russia**  
Azerbaijani  
Byelorussian  
Chech  
Georgian  
Kuzakh  
Kirghiz  
Morduin

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



MT. Edgemont sister school in Hebei, 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 DEI matches up and assigns a school.

At PE Edgemont High School we have two sister schools located in the Pacific Rim. One of which is "Hebei Middle School" in China. Hebei 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 "Huzhou High School" which is located in Hubeide, Japan.

**Chinese Pen Pals**

There are a few students here at Edgemont who are corresponding with students in China. The students who are attending their second year in a Chinese class at PEHS have pen pals from the Hebei #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. Yarglin, the Chinese instructor at PE Edgemont. Chinese language is not necessary, and help is offered.



**Japanese Lifestyles**  
By Carrie Pequeo

The Home The traditional Japanese style houses were usually two stories high made of wooden beams and walls, with a tile roof. They also use sliding panels on 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. Once then, they usually slept on bedding that was rolled up 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.

Mr. Hayashi demonstrates his technique to watchful viewers.



Mr. Hayashi demonstrates his technique to watchful viewers.

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

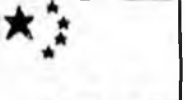
**Population Projections**  
Did you realize that if Japan's ever-increasing population grows 5% a year, during the year 2000, it would have almost doubled its current population of 119,996,000. By the year 2033, the Japanese would surpass China's current population of 1,031,563,000.

If China's prolific population undergoes 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 US population accelerated in an increase of 4% a year, in the year 2065 our numbers will have doubled, and by the year 2014 our numbers will have tripled.

**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.**

Masters of business as well as the difficult "devil's tongue," a growing cadre of young Japan hands are helping American firms win friends—and make profit—in Tokyo's tough markets

# Zen and the art of cashing in

■ With his doctorate in Japanese history, 41-year-old James Conte makes an unlikely business paladin. Yet when Campbell Soup needed someone to rescue its flailing Tokyo subsidiary, the Princeton University scholar turned out to be the perfect choice. Over five years, sales tripled—proof that, in a culture that prizes personal relations, a little language and sensitivity can win lots of clients.

After decades of paying lip service to the maxim "When in Rome, do as the Romans do," corporate America has started to put its money on mouths—at least the ones fluent in Japanese. Seeking to crack Tokyo's lucrative markets, many companies find themselves culling experts they once dismissed as inexperienced esoterics. Others are tapping into a growing cadre of newly graduated Asia hands who, unlike their predecessors, studied spreadsheets as zealously as Zen.

U.S. banks and securities firms have led the scramble for fresh faces. Prompted by Japan's recent financial deregulation and rapid rise as a global commercial hub, foreign investment houses have tripled their Tokyo staffs over the last three years. And with remuneration in the generous six-figure range, small wonder that specialists are swapping academic robes for pin stripes. "Finance is a big part of the future, and I want to be on the front line," explains David Warren, a Harvard Business School graduate honing his vernacular at Yokohama's Inter University Center for Japanese Studies. Getting their Wordsworth

The bidding for talent has intensified as U.S. advertising, consulting and manufacturing concerns launch or expand operations in Japan. Few employers seem deterred by the price. Bilingual staffers have a leg up on productivity, since they don't depend on translations; they also can entertain clients without costly—and constraining—interpreters.

The bottom line is access. More than mere linguistic mediators, today's Japan

hands are what Boston University sociologist Merry White labels "culture brokers": One-person buffers between two different systems. When Summit Stores, a medium-sized chain of upscale Tokyo supermarkets, seemed noncommittal about giving Campbell Soup regular shelf space, branch chief James Conte treated the director to a lavish evening of dining and wining. "We never talked about business, aside from a few joking references," he recounts. Later that week, Summit promised prominent display and went on to become one of Campbell's "most important customers."

Recruiting more foreigners familiar with local business customs pays off in a variety of other ways, too. For example, upping the number of Japanese speakers usually boosts the quality of domestic hires since the applicant pool no longer is limited to those conversant with English. "One reason for the mediocre success of American companies in Japan is that they get second-rate people," contends James Shinn, former State Department official and head of Advanced Micro Devices Japan, Ltd., a manufacturer of sophisticated integrated circuits. Interviewing and working in Japanese-allowed Shinn's firm to pull in employees from top electronics makers; the staff now numbers 170—up from 50 persons three

years ago. Sales could reach \$154 million, an increase of \$39 million over 1987.

Operating in Japanese often bolsters morale as well as an American manager's authority. Campbell's Conte believes that his language abilities give his employees a more positive feeling about the company. "You also don't get into the situation where a bilingual secretary, or even a driver, runs the boat," he adds. Using the local idiom can increase a firm's profitability, too, by shaving the extra overhead for translations and interpreters.

Though the Ginza's avenues are hardly paved with gold, Tokyo's demand for fluent foreigners has created a boom in Japanese studies. Some 23,454 Americans now take the language at U.S. col-



Top: Japanese fluency enables James Shinn of Advanced Micro Devices to recruit top-notch employees plus save on translations. Left: For Campbell Soup's James Conte, a feel for local customs can smooth meetings and spur sales of items such as gift-food sets

leges; while that total pales next to the hundreds of thousands who learn French, it represents an increase of some 45 percent since 1984. Berlitz reports that Japanese ranks No. 5 in popularity among its course offerings worldwide—up from ninth place in 1980. Even Europe has felt the surge, where some 40 young executives each year enroll for 18 months of language courses sponsored by the European Community. Caught short

Getting at the exact number of Japanese-speaking Americans currently plying their trade is harder. As C. Tait Ratcliffe, president of executive-search firm International Business Information, Inc., and longtime Tokyo resident, puts it: "People heard about the opportunities, and the linguists started rolling in." One Tokyo-based headhunter estimates that the number of linguistically capable foreign business executives may have jumped to 1,000, up from roughly 200 five years ago. Others insist the figure is lower, but agree that the ranks have risen to the point where executives without a smattering of language ability feel uneasy. Stanford University graduate Karen Mass, a fluent broker for the British securities firm Jardine Fleming, notes that only five of the 35 foreigners in her office were nonspeakers—and they worried about it. She reports: "They're starting to spend summer holiday at Japanese-language schools; some are asking for a year off just to learn it."

But most academics and business executives counter that commerce's craving for savvy mediators still isn't strong

enough. "The numbers are not up to where they should be," says Prof. Ezra Vogel, chairman of Harvard's East Asian Studies Department. "The era of specialists has got to give way to the point where line people also operate in Japanese." Agrees Salomon Brothers Asia senior executive Carole Ryavec: "The pool of linguists is growing all the time, but it's still not enough to support the needs of U.S. multinationals in Japan." Family Jewels

That may hold true in high-flying fields such as finance. But other areas, particularly the hidebound manufacturing sector, remain resistant to—if not suspicious of—the new Japan hands. A 1985 survey by the American Electronics Association, for instance, revealed that of 34 firms doing business in Japan, only a handful believed language training was essential for their American employees—despite the fact that 96 percent of information deemed key for any U.S. electronics company is unavailable in English. And at \$50 per page, translating technical material soon busts any budget. Concludes John Stern, U.S. Electronics Industry's Tokyo representative: "U.S. industry is throwing away a pearl by failing to hire more Americans with Japanese-language ability."

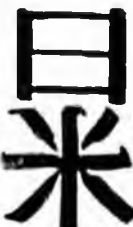
By not taking advantage of the current crop of culture brokers, U.S. companies also risk aiding the competition. Long closed to outsiders, Japanese firms with an eye toward *kaizukaika*—internationalization—have begun to employ bilingual foreigners they once laughed out of their offices. Admittedly, the bulk of

jobs remain token positions, polishing prose rather than policy. However, increasing numbers of *peto peto*—fluent Yankees—are securing niches as overseas branch staffers or in-house advisers for Japanese corporations; even Prime Minister Noboru Takeshita's office boasts an American helpmate. In addition, Japanese enterprises continue to field 1,000 fluent minions for every linguistically adept U.S. staffer sent to Tokyo.

With Japan promising to remain one of the world's biggest markets—and America's stiffest competitor—today's specialists won't want for work. Their future livelihood is far from guaranteed, however. Some experts become so valuable that firms do anything to keep them in Japan. But most old hands discover that, apart from financial institutions with lots of stateside Japanese clients, few firms seem to welcome their return. As John Ware, Tokyo director of executive-search firm Spencer Stuart, acknowledges: "Corporations have become aware of the added value of the linguists, but haven't really figured out good programs to deal with them."

It's probably a safe bet that anyone able to master what an early Jesuit priest dubbed "the devil's tongue" can negotiate a better contract. But if American enterprises deny chances for upward promotion, they risk seeing many of their top Tokyo talents bowing out—straight into the increasingly warm embrace of the very Japanese business rivals they had hoped to best.

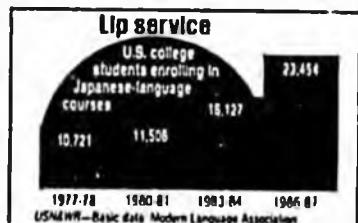
By Jim Impoin in Tokyo



Nichi-Bel: It means Japan and America



Live and learn: Stanford's popular East House dorm offers Asian-studies programs



Bati, pagbti.

語言是交換的關鍵

文化は分かるの鍵

흔히 귀경하, 흔히 해경

Образование от ве  
чем растворение

TRANSLATION

Tagalog:

GREETINGS!

Chinese:

LANGUAGE IS THE KEY TO COMMUNICATION.

Japanese:

CULTURE IS THE KEY TO UNDERSTANDING.

Korean:

COMMON PROBLEMS, COMMON SOLUTIONS.

Russian:

EDUCATION IS WHAT WILL MAKE THIS POSSIBLE.

Department of Foreign Languages  
University of Alaska  
Fairbanks, Alaska 99775-1020  
February 27, 1988

MAR 01 1988

Representative Johnny Ellis  
PO Box 4  
Juneau, Alaska 99811

Subject: House Bill 343, Pacific Rim Language Study Grant Fund

Dear Johnny:

I am pleased to see Legislative interest in promoting Pacific Rim languages and cultures as indicated by HB 343. I have been an Assistant Professor of Japanese at UAF for four years. I have lived in Japan for over ten years, both during my childhood and while pursuing my Bachelor's and Master's degrees. I completed my Ph.D. in Japanese literature for the Dept. of Asian Languages at Stanford University in 1985, and have held teaching appointments at Stanford, at the University of California, Berkeley and Davis campuses, and at Whitman College before coming to Fairbanks. I was attracted to Alaska both for its fine country and for the opportunities it offered for beginning and expanding programs in Pacific Rim languages and cultures. I have, therefore, given much thought to this bill, and would like to make the following observations and recommendations.

The threefold purpose of the bill as set forward in Section 1 is worthy and merits support. I believe the overall objective should be to provide students in Alaska with the opportunity to study a Pacific Rim language in a quality program long enough to gain functional use of the language. The bill as constituted, however, is not likely to meet these objectives in that it does not yet address the existing problems in continuity of programs and quality of programs. Indeed, it may exacerbate these problems.

**The Continuity Problem.** For such a program to function properly there must be continuity over time and from level to level. There must be smooth and rational transitions from the elementary program to the junior high program to the high school program to the college program. It is most important that the college offer a complete major program if the Alaskan students are to achieve the proficiency necessary to use the language in professional international transactions or if they are to teach the language to successive generations.

If the bill is enacted as presently written it will, I fear, generate a smattering of transitory and dead end programs around the state. With current funding problems, I expect that school districts will compete for grants as an additional source of funding but will not continue the programs when their eligibility for special funding expires. Further, if a district hires a teacher to teach Chinese for

grades 1-3, what will they do when these students move to fourth grade and beyond? Will the teacher move up with them, or will additional teachers be hired? Will there be programs at the junior high and high school levels? Usually a high school draws from several elementary schools. What if one elementary school had a program in Japanese and another coded for Tagalog? Can we cover both in the high school? When the chain is broken, the entire investment is wasted, because the students will not have learned enough Chinese difficult languages to be functional in them.

Fortunately, the chain is closest to being complete at the college level. At present the University of Alaska, Fairbanks offers four years of Russian providing a major in Russian Studies, three years of Japanese, providing a language minor, as well as two years of Korean and two years of Chinese. Courses are offered as well in Japanese literature, culture, and history; in Chinese history and politics; and in Korean culture. Students who take Japanese do so in order to use it in business, in resource management, in law, and in education. Students cannot learn enough of an Asian language in three years, however, to use the language adequately at a professional level. Moreover, the language department is understaffed, and some courses can only be offered on a rotating basis. Since there is not an Asian language major, students wishing such a major must transfer to a university outside of the state. (One of our best students of Japanese was recently accepted in a graduate program in Japanese at the University of Washington. We are pleased that she intends to return to Alaska to teach in a high school.)

**The Quality Problem.** For any ambitious educational program to work well and be worth the investment it must be conducted by qualified teachers with specific training and demonstrated skills. We require that our teachers of Math, English, Science, Spanish, French, etc., be well schooled in these disciplines and certified to teach them. But when it comes to teaching Asian Languages, the trained, qualified teachers have not been available in Alaska.

Alaskan school districts offering an Asian language have mostly relied on locally available native speakers of these languages to provide instruction. Many of these instructors are reasonably well educated but nevertheless lack any training in teaching their own language. They are no more qualified to teach Japanese to Alaskans, than I am qualified to teach English to Japanese. The educational results are at best uneven. In my experience, the resulting quality comes nowhere near that which we expect of our credentialed teachers in other subjects. Yet the cost is nearly the same and, more important, the time spent (or lost) by the students is the same.

The quality of instruction at the University level suffers in part from inadequate preparation of entering students for college work. It is sad how many of my beginning students in Japanese do not understand the structure of English sentences and have only the vaguest idea of the geographical locations of Japan, Korea and China. Many of the

students in my Japanese Culture course find it difficult to appreciate Japanese art or literature in translation because Western art and literature are foreign to them.

**Recommendations.** The state can make the most efficient use of the proposed funding by developing major programs in key Asian languages at the University level, followed closely by expansion to the high school level. If we look at other states with quality language programs at the secondary and primary level, we will see that these programs exist because of close cooperation between the State Department of Education, the individual school districts, and the universities in that state with strong foreign language departments. In the San Francisco Bay Area, for example, secondary and primary school programs in Japanese and Chinese language and culture were developed through the assistance of the Bay Area China Education Project (BACEP) and Teaching Japan in Schools (TJIS), programs created by graduate students in language and history at the University of California, Berkeley and Stanford University. In Hawaii high school programs in Japanese were developed through the cooperative efforts of the Department of East Asian Languages at the University of Hawaii and the Hawaii State Dept. of Education.

With adequate staffing and strong programs in Asian Languages, the University of Alaska will be able to assist school districts by providing teacher workshops and producing graduates capable of teaching Pacific Rim languages and cultures in our schools. In order to raise the current UAF programs in Japanese, Chinese and Korean to major programs, permanent funding for 3.5 additional positions would be required. If you wish to provide major programs in any of these languages at UAA, funding for two positions per language would be necessary.

The argument for expanding from complete University programs to the high school level is twofold. First of all, these high school students would be assured of the possibility of continuing language study at the university level. Secondly, it is almost imperative for a student to begin the study of a Pacific Rim language in high school in order to be proficient in that language after graduating from college. It takes almost three times longer for a student to reach the same level of oral competency in Chinese, Japanese, or Korean than it takes a student to reach in Spanish or French. (This does not even bring in the issue of written competency.) The Department of Defense and the Foreign Service place Asian languages in Category IV in their scale of difficulty. Russian is in Category III, German in Category II, and French and Spanish are in Category I.

Given the difficulty of learning and, indeed teaching, Russian and Asian languages, the need for qualified teachers at all levels is clear. There are many Universities that have certification programs in the individual Asian languages and from which the school districts could recruit good teachers. Whoever is recruited should receive appointments from the Foreign Language Department at the University of Alaska.

We have a tendency in Alaska to try to do too much all at once. Our failures in such efforts are legion. Rather than spend a million dollars in a random and haphazard fashion with Tagalog here in grades 7-9, and Japanese there in grades 1-3, with no assurance of quality or continuity, I suggest that we focus on Russian, Japanese, and Korean or Chinese at the high school and university levels. Once these programs are well established at these levels, we can expand the programs at the same level to include other languages, or we can expand the programs downward to pick up grades K-9.

What can be done immediately at the elementary and junior high level is the introduction of Pacific Rim cultures by existing staff. Faculty from several disciplines at the University of Alaska, Fairbanks, have expressed an interest in offering summer workshops for teachers in the history, geography, culture (visual and performing arts, literature), and languages of Pacific Rim nations. The State Department of Education in Juneau could put together a comprehensive list (with evaluations or reviews, if possible) of instructional materials developed in other states for teaching various aspects of Asian cultures at the primary and secondary levels. Students will be more excited about learning a Pacific Rim language if they have already developed an interest in the culture.

The preparation of Alaskan students through study of Pacific Rim cultures and languages will serve our State well in the long run. Despite the fact that my suggestions will center more of the funding initially at the University, students and communities across the State will benefit over time. I hope my ideas will be helpful in shaping this important bill into a form which will serve Alaskans for years to come.

Sincerely,

*Karen Colligan-Taylor*

Dr. Karen Colligan-Taylor  
Assistant Professor of Japanese

# STATE OF ALASKA

## DEPARTMENT OF EDUCATION

### DIVISION OF EDUCATIONAL PROGRAM SUPPORT

STEVE COWPER, GOVERNOR

GOLDBELT PLACE  
801 WEST 13TH STREET  
P.O. BOX F  
JUNEAU, ALASKA 99811-0500

November 24, 1987

The Honorable Johnny Ellis  
1024 West Sixth Ave.  
Anchorage, AK 99501

Dear Mr. Ellis:

Thank you for your letter of interest in establishing a fund to encourage Alaska school districts to offer Asian languages.

Your suggestion for a grant program is excellent in that it would provide the flexibility needed to develop these language programs. However, it is also necessary to provide administrative support funds to the Department to administer this grant program and to provide the assistance that will be needed to develop program guidelines, instructional resource materials and teacher training activities.

The Department does not have personnel to plan and coordinate such a grant program and to provide the needed technical assistance to school districts. I work 10% of my time on foreign language programs, including Chinese and Japanese. The requests from districts for assistance in planning programs has been overwhelming, as I also assist districts with other foreign language programs. It is imperative that funds be made available for at least a half-time foreign language coordinator to carry out these activities and to support other existing Pacific Rim language programs.

I would recommend that the fund be a grant program with approximately \$80,000 going to the Department for administration and support services as outlined above, and approximately \$500,000 going to school districts which would compete for the funds based on an RFP to be developed.

An RFP should include criteria such as previous experience with foreign language programs, survey of parent interest and proposed parent involvement, the degree to which the district has developed instructional activities focusing on the Pacific Rim, the training and experience of proposed staff, familiarity with language programs at the elementary and secondary levels.

ways these courses would articulate with other district-wide foreign language programs and ways the project would share expertise and experiences with other districts.

I believe the program should be flexible to allow districts to choose the levels at which these language courses would be offered. This decision would need to be based upon current programs and district's long-range goals for foreign language programs.

The Department has been working with the Alaska Foreign Language Association to determine interest in such language programs. It plans to conduct a formal survey of districts in the near future. At this time, at least eight districts have requested assistance for program planning and information about Pacific Rim language programs.

I would be happy to discuss this proposal in more detail. Please contact me at 465-2970.

Sincerely,



Mike Travis, Program Manager  
B/B Education/Foreign Languages

cc: Commissioner

# Asian language bill endorsed by House

3/31/88 J.E.

By LARRY PERSILY

THE ASSOCIATED PRESS

State grants would be available for school districts to offer Asian language study programs under legislation approved Wednesday by the House.

The House approved one bill setting up a Pacific Rim Language Study Grant Fund and another measure appropriating \$450,000 to the account.

Spending state money for the new grant program was not without controversy.

The spending bill (HB341) passed 21-17.

A majority of the 40 House members is needed to pass a bill, regardless of the number of members present for the vote.

The measure setting up the grant program (HB343) passed 32-6. Rep. Walt Furnace, who voted against both bills, served notice of reconsideration and both measures are scheduled for another vote Tuesday.

Although he favors the intent of the bills, the Anchorage Republican said the state cannot afford to create new ways to spend money.

"We need to start making the hard choices, right now," Furnace said.

"The 21st century is the century of the Pacific," said Rep. Cliff Davidson, who voted for the proposals. "Alaska's hope for its long-term economic future demands that Alaskans be trained to communicate," the Kodiak Democrat said.

The sponsor of the program, Rep. Johnny Ellis, said the issue is economic. "Know your competitors," the Anchorage Democrat said. "To have the competitive edge, we need people who can understand and communicate with our trading partners."

After passing the House, the bills still must win Senate approval.

Date 1988

Ellis

# House OKs Asian language funds

By Larry Persly  
Associated Press

JUNEAU — State grants would be available for school districts to offer Asian language study programs under legislation approved by the House.

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The Pacific Rim study fund would distribute grants to local school districts for language programs in Russian, Chinese, Japanese, Korean and Tagalog (the main language of the Philippine Islands).

Grants would be available for elementary and high school programs, and would be limited to a maximum of three years.

TT 8/28/88

# Homework on the Pacific Rim

Mount Edgecumbe school makes  
international trade one of the 3 R's

By SUE CROSS  
Associated Press

SITKA — Each year Larrae Rocheleau meets a state-chartered plane bringing students from all over Alaska to the state's only boarding school, Mount Edgecumbe High School.

Eighty-five percent of Mount Edgecumbe students are from small villages, many from subsistence cultures. "Some of the kids have never been in a car. Some have never been in an elevator. Some have never seen a stoplight," says Rocheleau, the school superintendent.

At Mount Edgecumbe they swap the challenges of the Alaska frontier for the challenges of international trade.

This spring the school sent students to Japan, Taiwan and

China on a mission to sell homemade smoked salmon to the Japanese, the culmination of a student-run venture called Edgecumbe Enterprises.

Students clean and smoke salmon purchased from local fishermen, then draw on their marketing and packaging studies to sell the product locally and overseas. Other students write computer programs that help run the business.

This year they processed 1½ tons of salmon and established prospects for future markets in Japan.

Even students who aren't directly involved in Edgecumbe Enterprises get a taste of international trade. They study math by converting dollars to yen; lan-

See Edgecumbe, page A-5

## Edgecumbe: State's school

Continued from page A-1

guage by learning to speak Japanese and Chinese.

The halls of the school, a former World War II military base, are decorated with Japanese opera masks, a Chinese "Year of the Dragon" sign and pictures of Korea.

The idea is that wherever Mount Edgecumbe graduates go, from Yale to the banks of the Yukon, they'll be well-grounded in the history, language and economics of Alaska's major trading partners.

Rocheleau got the notion to look west instead of east when he was superintendent of the Annette Island School District. Officials at the local fish packing company told him they'd hire any student who could speak Japanese — the language of their buyers.

The demand Rocheleau discovered on Annette Island has proved true throughout Alaska. Mount Edgecumbe students have been called on to interpret between Alaskan salmon-roe sellers and Japanese buyers. And when a Japanese fisherman fell ill on a boat near St. Paul, a Mount Edgecumbe student served as interpreter between the sick man and an American doctor.

The Pacific Rim emphasis also serves as a theme, a wrapping for the school's many functions.

Mount Edgecumbe is a refuge for children from troubled families, referred there by social workers.

It's also a refuge for ambi-

**'A lot of the kids have been told they're losers. We work a lot on self image.'**

**— Larrae Rocheleau  
School superintendent**

tious students who outpaced their hometown schools.

Yet a third role is displayed in the old aircraft hangar the high school shares with Islands College. Students go there to learn welding and other basic trades.

"Having the Pacific Rim as our emphasis, it gives the school a focus point. We feel we can teach the basics because we require the kids to take seven classes a day with no study halls," Rocheleau said.

Listen to students and you're bound to hear about those seven classes.

"(Mount Edgecumbe) has given me the discipline I've never had and always needed," an 11th grade girl wrote in the essay that all students are required to submit at the end of each year, explaining why they want to return.

There's also pride in the special programs.

"The computers, business and foreign countrys (sic) are classes that I feel are important to my future," she wrote.

"A lot of the kids have been told they're losers," Rocheleau says. "We work a lot on self

image. We feel the socialization here is as important as the academics."

Each Mount Edgecumbe teacher takes responsibility for a "family" of several students, dining with them regularly and helping them through crises.

Discipline is strict. "We run our dorms probably like the 1950s," Rocheleau said. "They're very regulated in everything they do."

Students live with curfews, and their visits to downtown Sitka, only a few blocks away, are limited. Students suspected of using drugs are tested. Those who break school rules are sent before a disciplinary board.

But few actually are sent home. Last year only six out of the 178 students were expelled. Nine were not invited back this fall.

In their essays, students talk about learning responsibility as much as they talk about classroom knowledge. Some thank the school for taking them away from alcoholism and drug use; others say they simply learned to rely on themselves.

Like its students, Mount Edgecumbe has faced a rapid transition. The BIA closed the school in 1983. When the state reopened it in 1985, many Alaskans were dubious of its success.

Some native leaders feared it was an overpriced experiment that would tear Indian and Eskimo children from their own cultures. Legislators balked at giving the school regular funding, and instead decided to budget it on a year-by-year basis.

Now at the start of its fourth



Mount Edgecumbe High School Superintendent Larrae Rocheleau can explain the workings of a salmon smoker that produced these samples as well as he can talk about grades and school discipline. Under Rocheleau's direction, Alaska's only state-run boarding school has started a salmon business that has students selling their products in Japan.

year, Mount Edgecumbe appears ready to stand on its own.

For the first time it's part of the regular state funding scheme — a bureaucratic detail, but a significant show of faith. The state spends \$2.8 million a year to run the school. That's about the same amount per capita as is spent in rural school districts, Rocheleau says.

Gov. Steve Cowper has cited the school as an example of enterprise the rest of the state should imitate.

And Rocheleau is overseeing construction of a 21,000-square-foot classroom building that will let him admit 275 students instead of the current 175-200.

Rocheleau also believes he has settled many of the cultural

questions. He's proud of students who are aiming for college, but reassures native leaders it's OK for graduates to return to their villages.

The important thing is that they have a choice. Then they can go home without feeling trapped, he said. "At least they know there's a different world out there."

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Mary Van Nimwegen

H. HESS 2-7-70