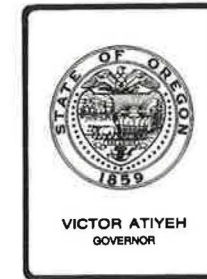


Oregon Governor's Commission
on
Foreign Language
and
International Studies



Final Report

August 1982



*Governor's Commission on
Foreign Language and International Studies*

225 WINTER STREET NE., SALEM, OREGON 97310 PHONE 378-4902

August 23, 1982

The Honorable Victor Atiyeh
Governor
254 State Capitol
Salem, Oregon 97310

Dear Governor Atiyeh:

Attached is the report that you asked this Commission to prepare in July 1980. As you directed in the charge to the Commission, we have developed a series of specific, practical recommendations designed to make Oregonians more aware of their role in the world and better able to fulfill that role effectively.

At the time the Commission was established and the task set before us none of us knew how difficult Oregon's economic situation would become or how timely our recommendations would be. The very condition of the Oregon economy, while making it difficult to find support for new undertakings, accentuates the need for change, and offers opportunities that must be grasped. We cannot put off fixing the roof because it is raining.

Accordingly our proposals, which emphasize the use of existing resources, include recommendations requiring immediate and short term action, as well as others of a long term nature. We believe these recommendations, if carried out, will enhance the quality of education, will enable Oregon to play a far greater role in the international trading community, and will significantly strengthen our economy.

The 33 recommendations offered call for parallel actions by state and local authorities and the private sector to develop a better informed public, a more internationally active economy, and an education system that will prepare our young people for life in a complex, challenging global society.

The Commission believes that the actions needed are within the capability of existing agencies with existing legislation. Additional expenditures, while desirable for some aspects of the program, will be less crucial than a commitment by the leaders of

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the State -- political, economic, educational, and cultural -- to the concept of Oregon as part of an interdependent world about which all of us need to know more. It is this commitment, over the long term, that must underlie effective implementation of the Commission recommendations. Your assistance in developing and maintaining that commitment will be indispensable.

We thank you for the chance to serve the State on this Commission, which has enabled all of us to gain a broader view of Oregon, its people, its opportunities, and its needs.

Yours very truly,



Joyce Holmes Benjamin
Chairman

JHB/kc

EXECUTIVE SUMMARY

The Governor's Commission on Foreign Language and International Studies has outlined 33 recommendations for strengthening Oregon's interest and knowledge regarding the outside world. The program concerns:

- increased citizen awareness of the importance and nature of Oregon's international ties;
- greater international interest and activity throughout the Oregon economy;
- higher standards of instruction (quantitative and qualitative) in foreign language and other international subjects at all levels.

The Commission found that there are some noteworthy programs in Oregon in international education and business activity, but severe shortcomings as well. Oregon high school students lag far behind the national average in foreign language study, and some major industries, troubled with low demand, have seemed oblivious to foreign marketing opportunities.

Specific Commission recommendations include:

- efforts by public officials, private organizations, educators, and the media to emphasize for all Oregonians their political, economic, social, and cultural relationships with the rest of the world;
- an information program, conducted cooperatively by government, business, labor, the media, and private organizations to increase information statewide, regarding international trade, investment, and tourism as they relate to Oregon's economy;
- better training in the international dimensions for business students and other economic leaders;
- more study of foreign cultural patterns, historical backgrounds and international relationships at all levels of education, kindergarten through college;
- more study of foreign language at all levels, emphasizing practical communication skills, beginning in elementary school and with foreign language study required for college entrance;
- qualitative improvements in the teaching of international subjects, including foreign languages, through: new teacher education and certification requirements, inservice programs for teachers and administrators, expanded exchange programs, new teaching materials, information for educators on content, methods, and educational activities in international subjects, continuing research, and greater community participation in school activities to make use of locally available educational resources;

- a broader focus for existing international education programs to increase attention to the Pacific region and other non-European areas of growing potential for Oregon;
- expanded international exchanges for citizens, students, and educators through measures such as strengthened programs for adult exchange visits, assistance to school districts in selecting exchange programs, and improved administration of college and university exchange activities.

Existing legislation and agencies appear adequate to achieve most of the program. Implementation will depend on a commitment by the Governor, the Legislature, private organizations, and individuals to maintain interest in international matters and to review periodically the state's progress toward the goals the Commission has outlined. Organizations to coordinate action among different sectors of the community and among different educational levels and institutions are proposed.

FINAL REPORT

OREGON GOVERNOR'S COMMISSION
ON FOREIGN LANGUAGE AND INTERNATIONAL STUDIES

AUGUST 1982

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I. PROBLEM AND APPROACH

Oregonians, like other Americans, are bound to the rest of the human race by social, scientific, political, economic and security relationships that govern both our hopes for a better life and our fears of mutual annihilation. Even as we become more aware of the diversity among nations, these links remind us how much we have in common with other peoples, and give reality to the concept of a shrinking globe. Yet neither as Oregonians nor as Americans have we matched this growing interdependence with appropriate efforts to deal with it.

The Presidential Commission on Foreign Language and International Studies was established in 1978 to address this paradox. The Commission produced some 75 recommendations aimed at developing a higher level of international awareness and competence nationwide, and called for creation of state advisory councils to identify local requirements.

Responding to this proposal, and to their own concerns, some 200 persons, including representatives of the President's Commission, met at a conference in Salem, Oregon, in August 1979. The conferees endorsed resolutions calling for establishment of a statewide organization and a steering committee representative of citizens, business, labor, and media, as well as educational interests. The resulting steering committee laid the groundwork over the ensuing months which assured that the proposed Commission would have both broad grassroots support and the participation of a wide range of specialists from the foreign language and international studies fields. The steering committee also agreed to serve in an advisory capacity to the Commission, thus providing for continuity in the Oregon movement.

As a result of these actions the Oregon Governor's Commission on Foreign Language and International Studies, the first of its kind in the United States, was created in July 1980. In his Executive Order creating the Commission (Appendix 1) Governor Atiyeh directed it to undertake a number of tasks including the following:

- Expand the international awareness of Oregon citizens as producers, consumers, and voting participants in an increasingly interdependent world.
- Strengthen the curriculum in foreign languages, international studies, and international career preparation in Oregon schools and colleges.
- Assess the need for those trained in foreign language and international studies and identify the job market for individuals with such training.
- Increase participation in educational activities that provide a better understanding of other countries and cultures.

The Commission was also charged to recommend practical ways and means of implementing the Presidential Commission report in Oregon, to identify other needs pertaining to the state, and to recommend appropriate changes in existing statutes, rules, and policies.

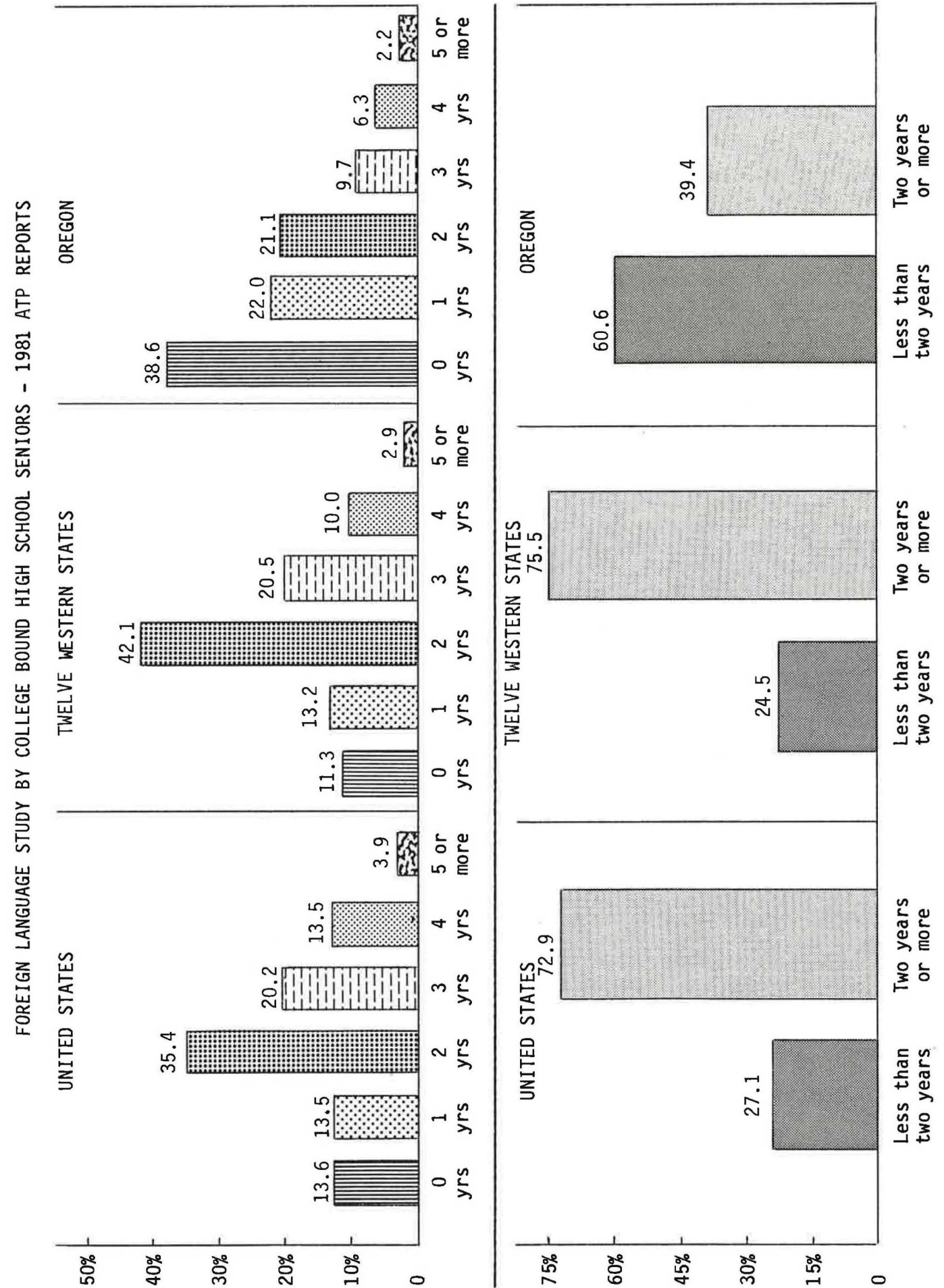
The Commission was sworn in on October 17, 1980, and has been working since that time to carry out these instructions, assisted by its advisory committee and some 100 other volunteers from education, business, government, the media, and private life. (List of Commissioners and volunteers--Appendix 2.) In the absence of state funding, both Commissioners and advisers have served without compensation for either time, effort, or expenses, in keeping with the tradition of volunteerism which has long characterized Oregon public life. The Commission's budget of some \$44,000 over its two-year existence was obtained from voluntary contributions by individuals, organizations, businesses and foundations. (List of contributors at Appendix 3.)

In approaching their tasks the Commissioners adopted the following premises regarding the state's basic needs:

- A. Recognition by all citizens of the close relationship between daily life in the United States and developments abroad is probably the most urgent need for Americans and Oregonians in providing for our long-term survival. Such recognition would be the most important single step in resolving the entire range of problems with which the Commission is concerned.
- B. Improvement in the teaching of international studies and foreign languages must emphasize the role of these subjects as part of a broad commitment to quality education throughout the state. Increased attention to international subjects should accompany and complement overall pursuit of high academic standards.
- C. Education must be directed toward two related goals: general education to develop the informed citizen on whom our nation's survival as a democracy depends, as does the preservation of human society; and vocational or professional training which our economy increasingly requires as demands for technological competence intensify. Most basic skills are crucial to both objectives.
- D. Any successful program for Oregon must emphasize a cooperative effort, tying together educators, the business community, labor, the media, civic organizations, and the general public in a broad undertaking not restricted to formal education. Divisions among different groups in our society are a major part of our problem in facing the world community, and understanding of the globe must develop through cooperation among different sectors, disciplines, and groupings at home.
- E. The Commission's most demanding immediate task is to develop practical measures for achieving its assigned goals on a long-term basis (not a "crash" program) at a time of increasing costs and declining revenues. Where new organizations or expenditures are required the Commission has been prepared to call for them, but its main emphasis has been on working with available resources.

Proceeding from these premises, the volunteers, in several task forces, produced recommendations for action dealing with citizen education, business needs, curriculum development, teacher education, and international exchanges.

Figure 1



Those proposals in turn were reviewed by educators, business and labor leaders, media personnel, students, and other citizens, at seven public forums throughout the state, and in other consultations with professional groups and individuals. (Summary of public comment and list of speakers at Appendix 4.)

In the course of this work it has become clear that Oregon offers some outstanding international programs in elementary, secondary, and higher education, and some economic sectors have made remarkable achievements in international trade. (Some of these are described at Appendix 5.) At the same time, however, there are serious problems, partly reflected in the following examples:

- An official of a statewide (nongovernmental) organization with substantial economic responsibility suggested that Oregon might benefit from discontinuing all international trade, and was surprised to learn this would involve one quarter of all personal income in the state--over \$6 billion.
- While 73 percent of college-bound high school seniors nationwide in 1981 had completed two years of foreign language study, only 39 percent of their Oregon counterparts met this standard. Another 39 percent of Oregon seniors taking college entrance examinations reported no language training whatever; nationally, all but 14 percent completed at least one year. (See figure 1.)
- Oregon's wheat producers, with the aid of a substantial long-term export promotion program (Appendix 5), export some 85 percent of their output and have achieved stable sales and employment. The forest products industry, with a volume about five times that of the entire agricultural sector, has invested far less in export development than the wheat farmers alone. The industry exports about 15 percent of its production, and experienced a 21 percent drop in employment between 1979 and 1981. (See Table 1, page 5.)

The Commission is concerned that these examples reflect a widespread assumption in Oregon that international developments are not important, and a surprising lack of interest in international trade on the part of those it might benefit the most.

The 33 recommendations that the Commission has adopted can be categorized for convenience in terms of citizen education, economic/business needs, and the education system, followed by exchange activities and organizational measures for implementing the program. Proposals regarding the education system are further divided among curriculum development, teacher preparation, staff development, administrative support, research and community involvement. Despite these arbitrary divisions, the recommendations themselves overlap extensively and should be viewed as an overall program, not as separate items that can be produced in isolation from each other.

The Commission's principal conclusions, represented by these recommendations, follow:

Citizen Education. Increased international awareness on the part of all citizens is both a primary goal for the Commission, and a crucial prerequisite for progress toward other objectives which will require moral and material support from a concerned, informed, public. Achieving the level of awareness needed will require the participation of the state government, the media, the private sector and the entire educational system, in a concerted long-term program.

TABLE 1

EXPORTS AND EMPLOYMENT IN TWO SECTORS OF THE OREGON ECONOMY

1. Agriculture

Total production	\$1.7 billion (1979 estimate)
Exports	\$595 million (estimate, 35% of total)
Wheat exports	\$240 million (85% of wheat crop)

Export promotion expenditures	
State Department of	
Agriculture	\$ 375,000 (\$750,000 for biennium)
Western Wheat Associates	1,300,000 (2¢ per bushel, self-assessment)

(Not listed are the export promotion expenditures of other agricultural groups represented by some 20 state commissions.)

Employment trends (annual average, per Oregon Department of Human Resources)

1979	35,000
1980	34,900
1981	34,900

2. Forest Products

Total production	\$8.6 billion (U.S. Department of Commerce Survey of Manufactures, 1980)
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Exports (including finished products)	\$1.3 billion (15% of total)
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Export promotion expenditures	
State Department of Economic	
Development (for all	
industries)	\$142,500 (\$285,000 for biennium)
Western Wood Products	
Association	\$ 64,000 (1982 budget)

(Individual companies conduct their own overseas programs, the costs of which are not usually made public, but industry experts believe they are far smaller than the expenditures of the wheat producers alone. The National Forest Products Association has recently concluded an agreement with the U.S. Department of Agriculture for a \$2 million export program, half financed by the Association, on behalf of the industry nationwide.)

Employment trends (annual average, per Oregon Department of Human Resources)

1979	81,000
1980	70,000 (minus 14%)
1981	64,000 (minus 21% from 1979)

Economic/Business Needs. A Commission survey of Oregon business concerned with international trade (Appendix 6), and consultations with foreign trade specialists, indicated that: a) the first prerequisite for realizing Oregon's potential in international markets is a broader awareness of that potential; b) companies considering an expansion of international activity identify internationally competent personnel as their first priority; c) most employers seek managers, professionals, and technicians who are fully qualified in their basic fields and also have background in international transactions, rather than foreign trade specialists; d) those firms interested in foreign language capability overwhelmingly favor the Pacific Basin languages--Chinese, Japanese, and Spanish.

Interest in international specialists may be growing, however. One executive whose company has not hired U.S. trained international specialists commented in that regard: "We may just not know what we're missing." An official of the Young Presidents' Organization, which provides educational services to several thousand businesses in the U.S. and overseas, confirms a growing worldwide market for business executives whose training specifically includes international skills.

Curriculum. The Commission's first priority in educational programs is to increase their overall international content so that all Oregonians, especially the young people who will be leading our state and nation in the 21st Century, can face the world with an understanding of how it operates, how they relate to it, how other societies differ from ours, and yet how much different cultures have in common. Such changes could be viewed in connection with the broad reexamination of general education, high school graduation, and college admission standards now underway in many parts of the United States.

Accomplishing this goal will involve all levels of education and cut across all traditional disciplines. The principal objective is not creating specialists, much as they too are needed, but developing informed citizens.

Expanded and improved language training is a major part of this process. The ability to communicate directly with members of other cultures offers not only an important means of human contact, but also a depth of understanding that complements the other objectives of international studies. Foreign language competence permits increased understanding of one's own language and society, and provides a unique opportunity to stand in another person's shoes and see ourselves as others see us. The learning of any language also enhances one's ability to learn additional languages, creating a basis for future learning that may be of great practical application.

While most American employers now regard foreign language competence as an auxiliary skill rather than a basic qualification, it is a skill that is bound to become increasingly important as American business seeks to improve its competitive stance in the world market place. As one of the Commission witnesses observed, "Conducting international negotiations without knowing the other side's language leaves American business playing with a short deck of cards." The Commission agrees with international trade specialists that this is a disadvantage which American, and Oregon, business cannot afford much longer.

Finally, the present emphasis on Western Europe that dominates language and other international programs in Oregon needs broadening to insure that Oregonians are better prepared to deal with the nations of the Pacific Basin and other areas of growing importance.

Educational Resources. Giving effect to the Commission's recommendations on curriculum requires resources, the most important of which are teachers, who must be motivated and prepared if they are to strengthen the teaching of international subjects. They in turn need assistance, in the form of information and materials as well as guidance and encouragement from school administrations and the community.

While recognizing that time may be the most precious resource an educator (or any citizen) can have, the Commission nonetheless questions whether, as some have argued, adding international content to the curriculum inevitably requires that something else be eliminated. A number of students have suggested to the Commission that they could have handled considerably more learning, in foreign languages and other subjects, in both elementary and secondary schools, had they been pushed to do so. This observation reinforces the Commission's initial emphasis on a commitment to excellence in education, and suggests a need for practices that put at least as much pressure on students to learn as on teachers to teach.

Exchanges. The most dramatic impact on a citizen's awareness of the world occurs through foreign travel and contact with other cultures. The Commission's inquiries indicate that international exchanges provide uniquely effective progress toward international awareness and understanding. For example, Oregon's American Heritage Association, American Field Service, Rotary International, Lions, and the extensive study abroad programs in Oregon's schools and colleges have contributed greatly to the international consciousness and knowledge of thousands of Oregonians. Expansion of such exchanges is an essential part of the education process, for students, teachers, and citizens alike.

Organizational Measures. Some type of institutional continuity is necessary to keep attention focused on the state's international needs. The Commission envisions two parallel tracks for this undertaking, one for the state authorities and the other for the private sector. The Commission's hope is that the continued combination of public leadership and voluntary activity that have led to the Commission's existence and the completion of this report will enable the state to achieve the kind of attitudinal shift and educational evolution that our future requires, and for which other states are watching Oregon's pioneer effort in this area.

II. RECOMMENDATIONS

On the basis of these conclusions, the Commission recommends:

1 CITIZEN AWARENESS

1-1 State Leadership Commitment

State authorities, together with opinion leaders in all sectors of Oregon society, commit themselves to a long-term effort to increase the international knowledge and understanding of all Oregonians.

Responsible Agencies: The Governor, legislature, and state agencies; business, labor, civic, religious, and public service organizations; media; educators.

Rationale: Keeping the citizens of a society--community, state, or nation--informed and aware of their role in the world is both a measure and condition for success for the society's political leadership. This responsibility is shared with all citizens, however, especially the leaders of the private sector.

1-2 Private Organization Programs

Business, labor, civic, educational, and religious groups, and service clubs focus regular attention on international issues in their informational programs.

Responsible Agencies: All public interest organizations including League of Women Voters, American Association of University Women, Church Women United, service clubs, labor unions, Chambers of Commerce, and others.

Rationale: Such organizations play a major role in developing public opinion. Their commitment to increasing Oregon's international awareness is vital to a long-term attitudinal shift.

1-3 Media Activities/Involvement

Media organizations, press and broadcast, strengthen their analytical coverage of international developments stressing their regional importance.

Examples of activities include:

- A. Interpretive presentations which demonstrate the significance of international events for Oregon and the Pacific Northwest;
- B. Staff development activities such as seminars, workshops, and informal consultations aimed at increasing the ability of journalists to analyze and report on international developments;
- C. Establishment of networks or a formal organization to make available to journalists the knowledge of academic, business, and other people in the community on international topics.

Responsible Agencies: Newspapers, Oregon Public Broadcasting System and other broadcasting companies, professional associations and media organizations, educators.

Rationale: Although the press and broadcast media are the principal source of information for most of us on world developments, media representatives report that international news draws little public interest and that they fear increased coverage may lose more of the audience. Part of this apathy may result from ignorance of how international events relate

to life in Oregon. Cooperative efforts to clarify these links, through strengthened media treatment and concurrent educational efforts, may help to enhance public interest in addition to increasing the understanding of those who already are concerned with international events.

1-4 Educators in the Community

All educational institutions, especially at the postsecondary level, emphasize international issues in conducting community education programs, stressing the local and regional impact of those issues.

Responsible Agencies: Community colleges, public and private colleges and universities, local school boards/districts.

Rationale: Community education and outreach are basic elements of the education system and offer unique opportunities to broaden public understanding of international relationships.

2 ECONOMIC/BUSINESS DEVELOPMENT

2-1 Information Program on International Business

State authorities coordinate with business, labor, media, community groups, and others as appropriate, a continuing program to make all citizens aware of the importance of international trade, investment, and tourism for the state's economy, and to inform them of the measures needed to take advantage of that potential.

Responsible Agencies: The Governor, the Legislature, the Executive Department, Economic Development Commission and Department of Economic Development. Cooperating organizations: Associated Oregon Industries, Chambers of Commerce, trade associations, Oregon Federation of Labor/CIO, Teamsters Union, other labor organizations, the media.

Rationale: Trade promotion begins at home. While economics represents only part of the international system in which we live, it is the part of that system that immediately affects all citizens. Taking advantage of international trade, investment, and tourism opportunities requires, as one Commission witness said, "not a sudden burst of enthusiasm but the determination to sell wherever there is a market." While many Oregon firms seem to share that determination, others have declined to pursue foreign opportunities, or have used them only as a temporary outlet pending revival of U.S. markets. There are valid economic reasons for this reluctance in some cases, but for too many the reason has been ignorance of the potential that the foreign sector offers for stable, long-term profits, and ignorance of the procedures and organizations that exist to assist such activity. While many organizations and individuals have an interest in overcoming this ignorance, the long-term nature and indirect return of such an effort mean that the state needs to take the lead in organizing and maintaining it.

2-2 Business-Education Cooperation

Business and educators cooperate in developing educational programs in international business, including business participation in school activities, consultation on curriculum content, and establishment of internships and other special educational programs.

Responsible Agencies: School boards/districts, community colleges, four-year colleges and universities, business and professional organizations, labor unions, Oregon Council on Economic Education, Oregon Alliance for Business, Labor and Education, World Affairs Council of Oregon.

Rationale: Business, educators, and others would benefit from increased communication regarding mutual needs, and cooperation in making available the knowledge and viewpoints that each group may have. The relative lack of expertise on international economic activities in both education and business communities at present increases the importance of cooperation.

2-3 Business Administration Programs

All collegiate and graduate schools of business increase international content in their programs, in accordance with the precepts of the American Association of Collegiate Schools of Business.

Specific measures would include:

- A. Development of international content for inclusion in existing courses such as marketing, banking and finance, labor, accounting, transportation, and business law; or development of specifically international courses in some or all of these areas.
- B. Development of increased international background on the part of business faculties, through encouragement of study abroad, research on international subjects, and hiring and tenure practices that emphasize international experience.
- C. Development of joint courses or programs with other departments and schools at the same or other institutions, and other use of outside resources.
- D. Cooperation with the Pacific Northwest Consortium on International Business Education to develop international materials for business school programs.
- E. Establishment of a committee that will consult on measures for implementing this precept in accordance with Oregon's needs and will make continuing recommendations regarding their application.

Responsible Agencies: Board/Department of Higher Education, public and private institutions of higher education, business and labor organizations.

Rationale: Numerous sources have stressed the need for managers to acquire familiarity with concepts and procedures of international business as part of their normal preparation. Specialists in international business education report that there is a serious shortage of business school faculty with expertise in this area and that additional measures may be needed to encourage development of the background and materials needed. Increased cooperation among departments and institutions has been cited as a particular need in this regard; developing such cooperation may require special administrative measures.

3 EDUCATION: CURRICULUM

3-1 International Studies: Kindergarten-Grade 8

Each school district include in its elementary curriculum, effective in 1986, the study of foreign nations and cultural patterns and how they relate to life in Oregon.

Responsible Agencies: Board/Department of Education, education service districts, local school boards/districts.

Rationale: Readiness to accept cultural diversity reportedly peaks at about age 10, making elementary school years the most favorable for introducing children to learning about foreign cultural patterns. Those who begin such learning when their attitudes are still flexible appear to find it easier to absorb international and global concepts in later years. This early introduction of international content is essential in making the high school global studies course part of a continuing program rather than an isolated experience. (See Figure 2, page 12.)

3-2 Foreign Language Study, Kindergarten-Grade 8

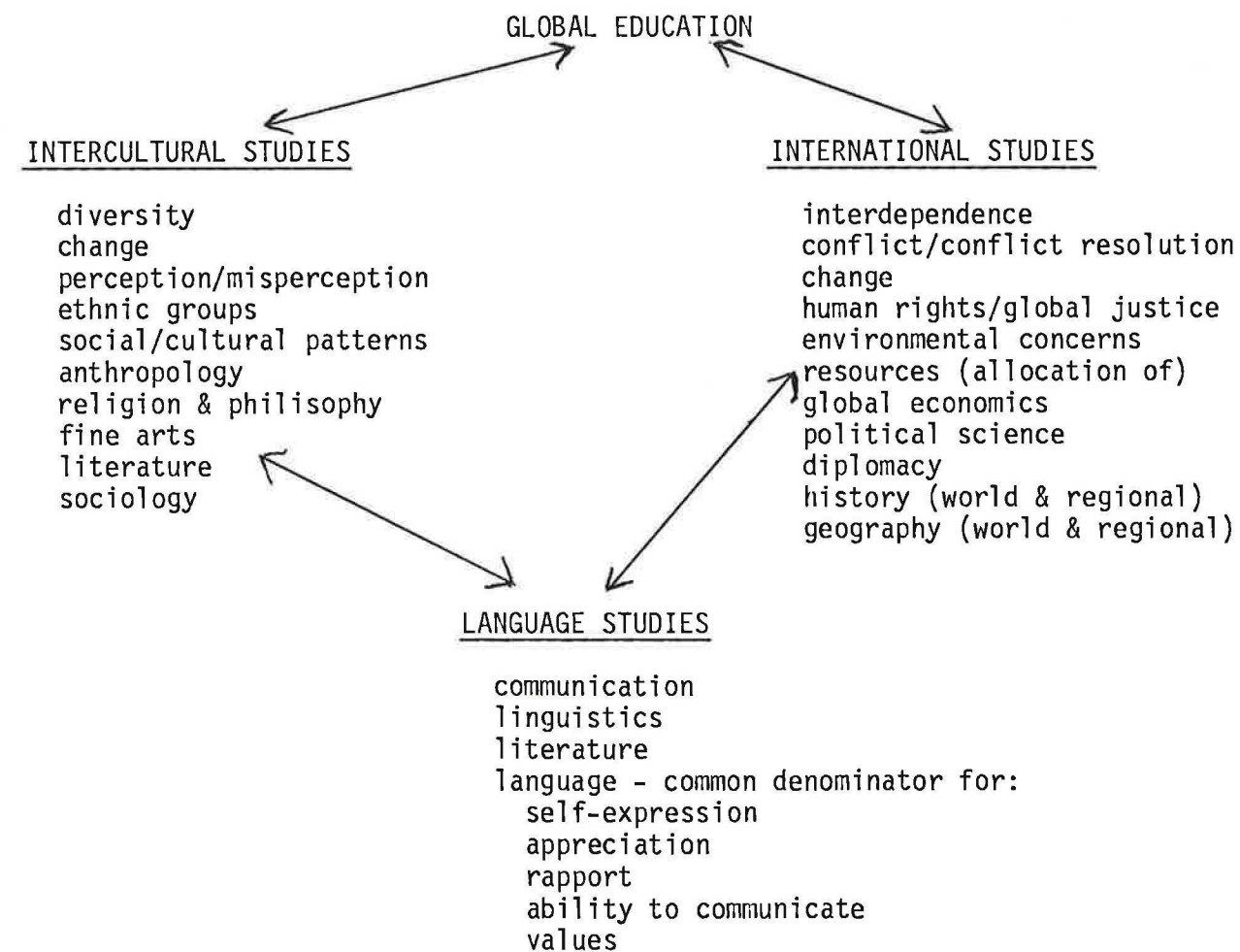
Each school district provide an introduction to foreign language study for all students before grade eight, effective 1986, as follows:

- A. Each district with over 100 pupils make available a foreign language experience for all interested students in grades K-6. Options may include the following (see also Appendix 5):
 - A magnet school or school-within-a-school concept in which students study at least 50 percent of the required curriculum in the target language.
 - A fully articulated FLES (Foreign Language in the Elementary School) program in which students study a single language for 20 to 30 minutes a day (before, during, or after school) throughout the school year as part of a sequential course of study coordinated with language offerings on the secondary level. Such a program requires staffing by fully qualified language teachers.
 - A FLEX (Foreign Language Experience) program in which elementary students are introduced to one or more foreign languages and their cultures in short, exploratory units (of 6 to 12 weeks)

FIGURE 2
CURRICULUM COMPONENTS FOR GLOBAL EDUCATION

The following diagram, developed by the Curriculum Task Force Committee in its work for the Commission, may be of value in defining the terms International and/or Global Education. The disciplines and concepts listed under each heading illustrate the content the Committee associates with the respective terms.

Education for global perspectives (or global education) contributes significantly to fundamental competence in a world context, to educational excellence, and to the nation's vital interests. It helps advance the formation of responsible leadership and an informed citizenry. In our contemporary world global perspectives are essential to good citizenship and quality education. New perspectives on our own lives and our environment are necessary to assist us to identify alternative actions and to extend more control over matters that directly affect our daily lives. Global Education, as defined by the Curriculum Task Force Committee, means and encompasses Intercultural Studies, International Studies, and Language Studies. Each of the three components can be organized into the conceptual themes of conflict, change, cultural diversity, and interdependence.



which can be taught by elementary classroom teachers (with minimal preparation). By teaching basic pronunciation, vocabulary, phrases, and cultural patterns, such a program aims to develop an awareness and acceptance of linguistic and cultural differences but does not necessarily lead to further study of a particular language.

- B. Each middle/junior high school require students who have not completed an elementary school foreign language experience by grade seven to enroll in a 12-week exploratory (FLEX) program.
- C. Each middle/junior high school offer a sequential program in at least one foreign language, continuing the language(s) initiated in elementary school programs.

Responsible Agencies: Board/Department of Education, local school boards/districts, education service districts.

Rationale: In addition to their superior ability to accept unfamiliar people and behavior patterns, children at nine or ten years are still experimenting with language and are better able to learn new sounds and symbols than in later years. As regards personnel requirements, a middle school of 600 students should be able to carry the basic FLEX requirement with less than a full-time teaching load for one teacher, and a school lacking a qualified teacher should be able to acquire one within the specified time frame on the basis of normal turnover, without creating a new position.

3-3 International Content in the Secondary Curriculum

Each secondary school offer, and encourage students to take part in, the widest possible variety of international instruction, including courses, special assemblies, and other activities dealing with international, intercultural, or global subject matter, in addition to meeting the Oregon Global Studies requirement.

This would involve:

- A. increased language learning;
- B. study of concepts of cultural patterns and how they relate to daily life;
- C. interdisciplinary courses in international or global subject matter;
- D. foreign area studies;
- E. international exchange and foreign travel programs for students and teachers;
- F. internationally focused activities such as the Oregon High School International Relations League Model UN Program, with high school credit allowed for carefully selected activities (Appendix 5);

G. use of foreign students and other visitors, outside speakers, media presentations and other community resources to enhance knowledge of the world outside the U.S.

Responsible Agencies: School boards/districts, education service districts, Board/Department of Education.

Rationale: Expanding the international content of the secondary school curriculum requires a multiple effort. The requirement of Global Studies for high school graduation is a basic part of this effort but the process should involve all aspects of the school program. Interdisciplinary cooperation, important for all aspects of education, is especially significant in efforts to demonstrate the close interrelationships of different geographic areas and different sectors of society. The overall objective is to develop understanding of the role institutions play in the world community, the relationship of the individual to these institutions, and a recognition of both the diversity and unity that underlie the variety of human cultures.

3-4 Expanding Secondary Language Programs

Secondary schools urge all students to study one foreign language for a minimum of two years.

- A. The choice of language(s) offered is at the discretion of the local school district.
- B. Students should be advised that two years is the basis for rudimentary language capability but four years is a minimum for general competence in oral and written use of a language.

Responsible Agencies: Board/Department of Education, local school districts, education service districts.

Rationale: Foreign language is an essential element of any general education and is growing in importance as an employment-related skill. An increasing number of colleges throughout the United States require foreign language for entry or graduation and adoption of the Commission's recommendation for higher education would make foreign language study essential for college-bound high school students throughout the state. (See Appendix 7 for a partial list of colleges that have foreign language entry requirements.) The qualitative measures that must accompany this expansion are discussed in other sections.

3-5 Language Program Standards: Kindergarten-Grade 12

Department of Education insure compliance with performance goals for each level of every foreign language course.

Responsible Agencies: Board/Department of Education, education service districts, local school boards/districts.

Rationale: Achieving the many important benefits of language study depends on effective instruction, not just on having a requirement. The

Department of Education publication Second Languages in Oregon Schools identifies appropriate content for each level of instruction, but that guidance operates at present only on an advisory basis. Including these goals in the compliance process will enable language programs statewide to work toward practical, common objectives, to maintain standards of performance, and to enable students to advance to higher levels as they go on to other institutions.

3-6 Standardized Language Testing

Department of Education assume leadership in providing or developing suitable standardized tests to measure achievement in all foreign language courses.

Responsible Agencies: Board/Department of Education, in cooperation with education service districts, local school boards/districts, and professional associations.

Rationale: Such tests, to be valid, must measure achievement in listening, speaking, reading, and writing skills, and knowledge of the cultures associated with the language. Most existing tests do not measure speaking ability. The only basis for such testing now available is the U.S. Foreign Service Institute Scale of Language Proficiency Ratings (Appendix 8), developed for government personnel. This requires individual oral examination by specially trained personnel, some of whom are now available in Oregon. The American Council of Teachers of Foreign Language is developing guidelines for standardized tests under a grant from the U.S. Department of Education. Use of such tests will permit evaluation of language programs and student achievement as is the practice in other subject areas.

3-7 Community Colleges: International Curricular Content

Each community college review its programs to increase their international focus, through international content in existing courses, strengthened foreign language programs, and development of new courses and programs as appropriate.

Responsible Agencies: Individual institutions, Oregon Community College Assembly, Board/Department of Education.

Rationale: National and regional trends toward greater international involvement necessitate that all community colleges include substantial international studies and foreign language instruction in their programs, both for the general education needs of all citizens and to meet the increasingly international needs of employers. As four-year colleges expand their international education and language requirements, moreover, community colleges will need to develop courses to provide transfer students with their prerequisites. The extent to which individual institutions develop international programs, particularly in the vocational field, will vary with the needs and resources of the communities they serve, but all community colleges need to recognize the importance of increased international competence for all graduates, for the sake of the individual and the community at large.

3-8 Community Colleges: New International Programs

Each community college consider the development of new degree programs in international fields, such as business or education, for both transfer and vocational students.

Responsible Agencies: Individual institutions, Oregon Community College Assembly, Board/Department of Education.

Rationale: Surveys of employer needs (Appendix 6) indicate demand for people with, for example, competence in export documentation and transportation procedures, as well as general familiarity on the part of many employees with international business procedures. Growth of international studies programs in four-year colleges adds to the importance of such programs for community college transfer students as well.

3-9 Foreign Language for College Entrance

Each institution of higher education, public or private, require for admission in good standing the completion of two years' study of a foreign language at the secondary level, or equivalent proficiency, effective for students admitted in 1986, providing that students unable to meet this requirement may be admitted on a conditional basis pending compliance by the end of the second academic year.

Responsible Agencies: Board/Department of Higher Education, Oregon Independent College Association, individual institutions.

Rationale: The factors that make foreign language study important for high school make it essential for college students, who are the people we expect to lead our society, our economy, and our relations with the rest of the world. Without some minimal exposure to foreign language they will lack a key dimension in dealing with international and intercultural concepts.

3-10 International Studies for College Graduation

Each institution of higher education, public or private, require as a condition for graduation at least one full year's course (nine quarter hours or equivalent) that is primarily international or global in content, effective for students graduating in 1988.

Responsible Agencies: Board/Department of Higher Education, private and public colleges and universities.

Rationale: Diversity and freedom of choice are the essence of higher education, but preserving our national and cultural heritage, and ultimately the survival of human society, require some agreed elements of content for all, to a greater extent than is now the case. Any college graduate should be expected to perform some academic work designed to foster global awareness and analytical abilities regarding international problems. Most students would meet this requirement in any event, but for those who would not, especially those in technical specialties, it becomes particularly important that a college education provide this minimum standard of intellectual breadth.

3-11 Strengthening College Language Programs

All colleges and universities (community colleges and four-year institutions) work to improve the quality of basic foreign language instruction, including application of the following principles:

- A. Language programs emphasize practical communication skills as a first priority, together with cultural awareness and understanding.
- B. Special programs be developed to fit specific professional requirements, including scholarship, business, or technical fields as appropriate.
- C. Institutions encourage cooperation between foreign language departments and other disciplines, in support of joint programs, team teaching and student exchange or study-abroad activities.
- D. Teaching effectiveness receive paramount emphasis in selection, promotion, supervision, and development of faculty in beginning and intermediate language courses.

Responsible Agencies: Board/Department of Higher Education, individual institutions (public and private), professional associations.

Rationale: Ability to use a language for communication is the first prerequisite for any of the benefits of language learning. Interdisciplinary and regional studies approaches to language, as well as development of courses for specialized application, have often proved helpful in strengthening cultural impact, practical application and student interest in language study. Foreign language learning, perhaps more than any other discipline, depends heavily on the quality of teaching, requiring special attention to this function which sometimes receives low priority (especially at research-oriented institutions).

3-12 International Studies Major Programs

International studies major programs at the undergraduate level, while following diverse models, develop specific minimum standards, including:

- A. Competence in a foreign language at least at the S-2 level on the Foreign Service Institute Scale of Language Proficiency Ratings (see Appendix 8).
- B. Significant coursework in both intercultural relations (anthropology, literature, arts, etc.) and in international relations (political and environmental sciences, economics, history, etc.).
- C. Provision for study abroad by all international studies majors where possible.
- D. Provision for attention to Oregon's involvement with the Pacific Basin and other non-European areas.

Responsible Agencies: Institutions of higher education with international studies programs.

Rationale: International studies programs, if they are to develop graduates capable of acquiring and conveying a professional understanding of international issues, must maintain high standards of performance for all participants. This involves both breadth--in geographic and content terms--and depth, including the depth of perception regarding another culture that can only come with foreign language competence.

3-13 Broader Geographic Orientation

Language and area studies in Oregon focus more attention on non-European areas that are of special importance. Specific measures should include:

- A. Maintenance by the Oregon State System of Higher Education of at least one high quality program in East Asian, Latin American, and Middle Eastern studies, as well as other areas that may be identified as meeting particular national or regional needs.
- B. Strengthen East Asian language and exchange programs and coordinate them on a statewide basis.
- C. Seek foundation and other financial support for needed language programs.
- D. Encourage cooperation between institutions of higher education and secondary schools in development of Asian language programs.

Responsible Agencies: Board/Department of Higher Education, public and private four-year institutions and community colleges concerned.

Rationale: Oregon's economic future and U.S. international relations generally require greater focus on areas other than Western Europe. Pacific Basin nations--Latin America, Japan and China--are of particular concern to business for the near future (Appendix 6), and the Middle East is of great and increasing importance for the state. Soviet as well as African studies remain a major national need. However, language and international studies remain overwhelmingly directed to Western Europe and programs dealing with other regions face serious uncertainty. To safeguard state needs in these areas at a time of shrinking budgets requires a coordinated and carefully planned approach on behalf of the entire state. The difficulty of some East Asian languages and Arabic for English speakers dictates special measures to facilitate their study by qualified students.

4 EDUCATION: TEACHER PREPARATION

4-1 General Requirements

Approved teacher education programs in Oregon include the following provisions for all graduates, effective in 1986.

- A. At least two years' study of a foreign language in secondary school or equivalent proficiency.
- B. At least one full year's course (nine quarter hours or equivalent) in subjects that are primarily international in content.

Responsible Agencies: Teacher Standards and Practices Commission (TSPC), Board/Department of Higher Education, individual institutions of higher education.

Rationale: These requirements parallel those prescribed for all Oregon college graduates in this report. They have direct professional relevance for teachers, who must all be able to share in the world perspectives that schools seek to develop.

4-2 Foreign Language Certification

All teachers receiving foreign language teaching endorsement after 1986 demonstrate proficiency in speaking the language of endorsement, at the S-3 level (Appendix 8).

Responsible Agencies: TSPC, Board/Department of Higher Education, individual institutions, professional associations.

Rationale: This standard, requiring professional competence in the target language, should be a minimum for teachers expected to assist students in obtaining a basic oral competence.

4-3 Social Studies Certification

All teachers receiving certification in social studies after 1986 include at least 18 credit hours in courses dealing with international or intercultural subjects conducive to development of a world perspective (such as world history, area studies, geography, international economics, or similar international studies).

Responsible Agencies: TSPC, Board/Department of Higher Education, individual institutions, professional organizations.

Rationale: This requirement provides minimum assurance that any social studies teacher will have some general competence in international subjects, and a basis for dealing with his or her specialty in an international context. (The courses required in most cases should fall within the specific discipline areas already required for social studies certification, and need not be additional to those requirements.)

5 EDUCATION: STAFF DEVELOPMENT

School administrations and faculty members at all levels (elementary, secondary, and higher education) commit themselves to strengthening the international background and competence of teachers in all disciplines, with particular emphasis on those responsible for international subjects.

These activities should include:

- A. Teacher selection policies that give favorable weight to an applicant's international experience and foreign study;
- B. Inservice teacher training programs for teachers and administrators that are carefully prepared to enhance interest and confidence in addressing international subjects;
- C. International exchange and study-abroad programs that provide both incentive and opportunity for faculty members to broaden their international backgrounds, and which encourage introduction of educators from foreign countries into faculties at all levels;
- D. Expressions of interest and encouragement by administrators and other educational leaders for internationally-related activities.

Responsible Agencies: Board/Department of Education (to help plan programs and seek financing); educational service districts, and local boards/districts (to identify needs and facilitate teacher participation, as well as developing local programs to the extent feasible); institutions of higher education (to help design programs and carry them out); professional associations (to help design programs and encourage teacher participation).

Rationale: Effective staff development is the indispensable basis for strengthening any curriculum. It is also the requirement that is most resistant to speedy remedy, and is potentially the most expensive to deal with, especially if early results are sought. Commitment of teachers and administrators to a long-term personnel development process in international education will be a touchstone of success for the Commission program. Peace Corps service or other foreign experience is a valuable asset in this effort. Language training, especially when aimed at developing communication skills, is particularly sensitive to the quality of teaching, and benefits especially from application of modern techniques. Many teachers have stressed moreover the importance of administrators' attitudes in providing encouragement, suggesting that the intangibles of leadership may compete with material resources as a factor in program development.

6 EDUCATION: ADMINISTRATIVE SUPPORT

6-1 Global Studies Guidelines

Provide guidance to secondary schools in defining the goals, concepts, and objectives of the Global Studies requirement on the basis of one or more of the following types of courses:

- A. A treatment of global issues such as conflict, disarmament, resource shortages, population, human rights, or other major problems;

- B. A comparative world cultures course that stresses the variety and similarity of human needs and the approaches of different cultures to those needs;
- C. A world history course that traces the development of trends and movements in human experience as background to current world problems;
- D. A world geography course that stresses the interaction of various physical and cultural environments with human societies, in relation to current world problems;
- E. A global political or economics course that provides knowledge and understanding of world systems and their impact on local communities;
- F. Carefully selected activities such as the Model United Nations program.

Responsible Agencies: Board/Department of Education, education service districts, local boards/districts, and professional associations.

Rationale: Local districts and global studies teachers have expressed a need for guidance regarding the purposes of the Global Studies requirement, indicating a concern that without such guidance on a statewide basis the requirement may lose most of its educational significance. Many are also aware of extensive curriculum development activity in Global Studies, in Oregon and elsewhere, and seek assistance in identifying and evaluating the options available to individual districts.

6-2 Information and Guidance

Provide guidance and support to elementary and secondary school districts in strengthening their international studies and language programs, including:

- A. Guidelines for local districts' use in adding international content to existing courses and to overall curriculum, and for developing interdisciplinary course models, together with evaluation instruments to measure performance of these tasks;
- B. A central reference and information facility on current activities regarding development of international studies programs and related activities, including activities of professional associations;
- C. Leadership in developing curricular materials, particularly materials illustrating the nature and extent of Oregon's ties with the rest of the world;
- D. Guidelines for selection of exchange and study-abroad programs;
- E. Leadership in seeking financing from foundations and other outside sources for curriculum and faculty development, including development of materials, inservice teacher education, and study-abroad or teacher exchange programs.

Responsible Agencies: Board/Department of Education, education service districts, local school boards/districts, professional associations, higher education institutions.

Rationale: Local districts largely recognize the need for instituting international content in their curricula but lack the means for doing it. They particularly seek help in identifying and evaluating suitable programs and materials, many of which exist in a profusion that exceeds the ability of small districts, in particular, to examine them carefully.

7 EDUCATION: RESEARCH NEEDS

Qualified individuals, such as college and university personnel, as well as agencies with appropriate research staffs, engage in research related to questions raised in the Commission report, such as: international trade, citizen education, teaching of foreign languages and international studies.

Responsible Agencies: Board/Department of Higher Education, public and private colleges and universities, Department of Economic Development, World Affairs Council, public and private research agencies such as Northwest Regional Education Laboratory.

Rationale: Many of the topics discussed in the report would benefit from careful research and evaluation. In international trade, for example, market research with respect to the diversification of the Oregon economy and the expanding markets of the Pacific Basin is a prime area of concern. It is important to have research showing clearly how much the Oregon economy benefits from international trade; relatively few individuals are aware of the extent to which Oregon's international trade is balanced in its favor. The significance of Japan's dominance in Oregon's foreign trade is also an important question. The development of international tourism in Oregon is another area requiring market research.

With respect to citizenship education in world affairs, the area is rich in researchable questions of pressing concern to practitioners. For example, professors of journalism and communication would do well to look into these questions.

The subject of foreign languages and international studies, including the global studies requirement effective in 1984, poses many pressing research requirements as to content, level, teaching methods, field experiences, and the like. Colleges of education across the state and their related departments of social sciences and humanities need to be alerted to these needs.

8 EDUCATION: COMMUNITY INVOLVEMENT

Educators, business people, labor unions, civic, religious, and service organizations, and individuals in each community cooperate to increase participation in educational activities by the community. Specific actions would include:

- A. Participation by businessmen, foreign visitors, ethnic group members, and others with special language knowledge, returning Peace Corps volunteers and other travelers with experience abroad, in teaching or assisting in courses at all levels on international subjects.
- B. Participation by business people and other community members in developing curriculum and special programs where international content is involved.
- C. Participation by community members in extracurricular activities designed to enhance international awareness and understanding such as special assemblies, trips, clubs, and other programs.

Responsible Agencies: World Affairs Council of Oregon, Oregon Alliance for Business, Labor, and Education, Oregon Council for Economic Education, Oregon United Nations Association, Associated Oregon Industries, Board/Department of Education, education service districts, school boards/districts, PTAs.

Rationale: Increased cooperation between educators and other groups in the community offers an important educational resource in all areas, and especially in the international field where many institutions are concerned with a lack of faculty background. This cooperation also strengthens the impact of programs on students, and lays the groundwork for increased budgetary support as well as overall improvement in school-community relations.

9 INTERNATIONAL EXCHANGES

9-1 Community Exchanges

Community based international exchanges be developed and expanded throughout the state with coordination and assistance from a statewide voluntary organization.

Responsible Agencies: The Governor, by encouraging formation of a statewide voluntary organization; local organizations, private and public, for community exchange.

Rationale: Direct exchanges of people constitute one of the most effective and widely appreciated ways to enhance international awareness, knowledge, and understanding, but such exchanges involving individuals and groups from the community (other than students or teachers) have been limited in scope. The Sister Cities program, already well-launched in Oregon, is an important aspect of this effort with regard to contact among

urban leaders. The Friendship Force program for home-stay visits on a reciprocal basis with groups in other countries offers a unique opportunity for direct personal experience of daily life in other countries and for exposure of foreign visitors to normal life in the United States. Development of this program would be greatly aided by a voluntary state-wide organization with official, nonbudgetary encouragement.

9-2 Exchanges in the Schools

Each school district encourage international exchanges for faculty and secondary school students, in both directions, using exchange students and faculty as an important educational resource, and cooperating with other organizations in development of well-planned exchange programs.

Responsible Agencies: Department/Board of Education, education service districts, local school boards/districts, established international exchange organizations, service clubs.

Rationale: Exchanges have proved to be an extremely valuable means for heightening interest in other nations among students, faculty, and the community, and developing background for teaching about foreign cultures. Careful selection of programs and participants is important for success, however, and cooperation with experienced organizations can greatly ease the selection process (see 6-2D).

9-3 Exchanges in Higher Education

International exchange programs in Oregon institutions of higher education be reviewed, with regard to financing and direction, to ensure that:

- A. All state institutions are motivated to participate;
- B. All public and private institutions in the state are fully informed about programs at other institutions in Oregon;
- C. Exchange programs with Pacific Basin countries are strengthened;
- D. Foreign students are encouraged to enroll in Oregon institutions of higher education (community and four-year colleges) with financial assistance to those in need in exchange for educational services.

Responsible Agencies: Board/Department of Higher Education, Board/Department of Education, individual institutions, Oregon Independent Colleges Association (OICA).

Rationale: The decisions by several state institutions of higher education not to participate in the state system's study abroad program indicates financial and administrative problems that need resolution on a statewide basis. The linguistic and cultural difficulties that complicate exchanges in the Pacific Basin also deserve special attention so that programs there can be strengthened. Community colleges offer many programs particularly suited to the growing number of foreign students in the U.S. (many of whom are fully able to pay their own way) but the benefits of these programs are often not understood abroad and special

information efforts may be needed. Financial assistance to needy foreign students in exchange for educational services in Oregon, moreover, would provide benefits to the state as well as the students.

10 ORGANIZATIONAL MEASURES

10-1 State Authorities: Governor and Legislature

The Governor take the following actions:

- A. Call together the Superintendent of Public Instruction, the Chancellor of Higher Education, and the Directors of the Oregon Educational Coordinating Commission and the departments of Agriculture, Economic Development, Forestry, and Transportation, to familiarize them with the report and to have them designate a person within each agency to be responsible for further action;
- B. Direct the same agencies, within three months, to devise a strategy for implementing the report in cooperation with each other;
- C. Take the lead in presenting this plan to the Legislature and ask legislative leaders to designate a committee in each house to assume responsibility for international concerns appropriate to state participation;
- D. Ask the Oregon Educational Coordinating Commission to prepare by July 31, 1984, a report for the Governor and legislative committees concerned with education and economic development, on progress in implementing the Commission's recommendations;
- E. Direct agencies to establish appropriate coordinating and consulting bodies, such as:
 - a consultative committee of educators and others to assist the Department of Education and school districts in developing policies and programs concerning international education;
 - an interinstitutional committee on international education to coordinate activities within the Oregon State System of Higher Education such as international exchanges and study abroad programs, developing international content for business programs, increasing emphasis on Pacific Basin studies, and improving cooperation with independent colleges and universities.

Responsible Agencies: The Governor, Legislature, and individual agencies named.

Rationale: Long-term progress of the sort needed to achieve basic attitudinal change and full international competence requires a continuing commitment by all state authorities, in parallel with the activities of the private sector. In giving effect to the Commission recommendations school districts will need information and guidance that lie outside their experience and that of the Department. A permanent consultative committee would provide material assistance in overcoming this lack. As regards



OFFICE OF THE GOVERNOR

higher education, an interinstitutional committee chaired by the Vice Chancellor for Academic Affairs formerly did valuable work on international education but has not functioned in several years.

10-2 Private Sector: State Council

Private citizens and organizations concerned with international issues, private and public, join in a voluntary umbrella organization to facilitate the following:

- A. Maintaining the network of groups and individuals in education, business, and other sectors that the Commission has helped develop;
- B. Monitoring implementation of the Commission recommendations by public and private organizations;
- C. Encouraging private granting agencies to provide support for international education, particularly with a regard to the recommendations of the Commission;
- D. Forming a statewide organization of international studies professionals affiliated with the International Studies Association and its Consortium for International Studies Education.

Responsible Agencies: All organizations and individuals in Oregon concerned with international matters.

Rationale: The network of educators, business people, and other citizens that the Commission's existence has encouraged constitutes a uniquely valuable asset for guiding and strengthening international education throughout the state, and should be maintained. Such an organization would complement state government actions in implementing the Commission program, and might also be better able than the state to obtain some types of financial assistance.

Affiliation in an organization such as the ISA would encourage interinstitutional cooperation, permitting mutual reinforcement of programs that, by themselves, may lack the resources to achieve full effectiveness. Participation in the Pacific Northwest International/Intercultural Educational consortium (Appendix 10) also offers excellent opportunity for developing international programs.

EXECUTIVE ORDER NO. EO - 80 - 14

COMMISSION ON FOREIGN LANGUAGE AND INTERNATIONAL STUDIES

IT IS ORDERED AND DIRECTED:

1. A Commission on Foreign Language and International Studies is established. The commission shall consist of members appointed by the Governor to serve at his pleasure, representing interests in international studies and foreign languages, including international commerce, industries and labor; elementary and secondary education; private and public institution or post-secondary education; citizen groups; the media; ethnic organizations; and agencies supporting international exchange. The Governor shall designate one member of the commission to serve as chairperson to serve at the pleasure of the Governor.

2. The commission shall:

- A. Study recommendations made by the Commission on Foreign Language and International Studies of the President of the United States.
- B. Recommend practical ways and means of implementing those parts of the President's commission report judged to be relevant to Oregon, and identify other needs pertaining to Oregon not reflected in the President's commission report.
- C. Promote public interest and participation in the work of the commission, and recommend means for directing public attention to the importance of foreign language and international studies.
- D. Conduct and distribute throughout Oregon an inventory of available resources and programs related to foreign language and international studies.
- E. Assess the need for those trained in foreign language and international studies, and identify the job market for individuals with such training.
- F. Review existing statutes, rules and policies, and recommend appropriate changes, including any new legislation.
- G. Expand the international awareness of Oregon citizens as producers, consumers, and voting participants in an increasingly interdependent world.

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- F. Review existing statutes, rules and policies, and recommend appropriate changes, including any new legislation.
- G. Expand the international awareness of Oregon citizens as producers, consumers, and voting participants in an increasingly interdependent world.

- H. Strengthen the curriculum in foreign languages, international studies and international career preparation in Oregon schools and colleges.
- I. Increase participation in the educational activities that provide a better understanding of other countries and cultures.
- J. Increase the number of Oregon citizens professionally prepared for careers in international business, education, government, the media, and other enterprises with international and foreign language components.
- K. Publish and distribute a report of its recommendations

3. In carrying out its functions, the commission shall meet at least quarterly, conduct regional hearings, and commission such studies as required, on call of the chairperson.

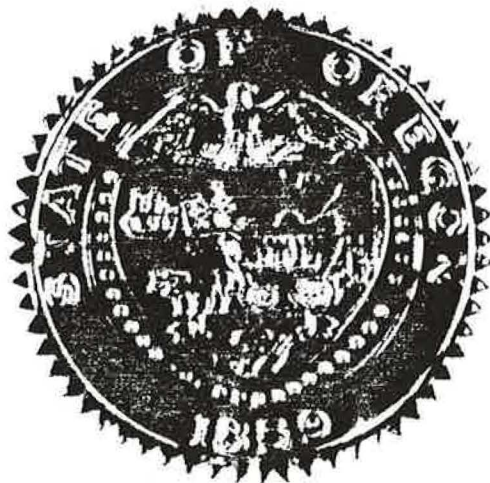
4. The chairperson, with the approval of the commission, may appoint advisory task forces to assist the commission in various aspects of its work.

5. The commission is authorized to seek and accept gifts and grants in direct support of its objectives. Public employees should be encouraged to participate in the activities of the commission, and may receive release time whenever feasible. All state agencies shall cooperate with the commission in the performance of these functions upon request of the chairperson, subject to approval by the Executive Department.

6. The commission shall submit a final report to the Governor not later than December 31, 1981.

7. This executive order stands rescinded on January 1, 1982.

Done at Salem, Oregon, July 28, 1980.



GOVERNOR

ATTEST:

SECRETARY OF STATE

NOTE: This order was amended on January 12, 1981 to extend the life of the Commission to July 31, 1982.

MEMBERS OF THE COMMISSION

Joyce Holmes Benjamin, Chair, Portland and Eugene; attorney; member, Oregon State Board of Education

Arthur S. Alexander, Portland; Cablesystems Pacific, Portland

Les Anderson, Eugene; president, Random Lengths, Inc.; former member, Oregon State Board of Higher Education

Jacob Avshalomov, Portland; director, Portland Youth Symphony (resigned from Commission, 1981)

Paul E. Bragdon, Portland; president, Reed College

Rodney Briggs, La Grande; president, Eastern Oregon State College

L. B. Day, Salem; secretary-treasurer, Teamsters Union Local 670; Oregon state senator

Verne Duncan, Milwaukie; Oregon Superintendent of Public Instruction

Gordon Gilkey, Portland; curator of prints and drawings, Portland Art Museum; and printmaker in residence, Pacific Northwest College of Art; dean emeritus, Oregon State University College of Liberal Arts

Jose Angel Gutierrez, Independence; professor, Western Oregon State College

Stafford Hansell, Hermiston; national board member, Common Cause; formerly director, Oregon Executive Department and state representative

Fred Heard, Klamath Falls; assistant professor, Oregon Institute of Technology; Oregon state senator and president of Senate

Elizabeth Johnson, Redmond; member, Oregon Educational Coordinating Commission; former member, Oregon State Board of Higher Education; member, Public Issues Committee, Association of Governing Boards of Colleges and Universities

Barbara Klein, Forest Grove; director, National School Boards Association

Robert Lee, Portland; past president, Portland Folkfest; Portland General Electric Company

Dorothy Patch, Salem; past president, Oregon United Nations Association; former social studies teacher

June Pihl, Canby; Oregon Parent Teacher Association

Max Rijken, Newport; Georgia-Pacific Corporation; state representative

Emery Skinner, Ontario; president, Treasure Valley Community College

James Sours, Ashland; past president, Southern Oregon State College;
Oregon Shakespearean Festival

Clifford Trow, Corvallis; professor, Oregon State University; Oregon state
senator and chairman, Senate Education Committee

Willem Winter, Portland; vice president for international banking, First Inter-
state Bank

EXECUTIVE DIRECTOR

Christine A. Allen (1980-81, Associate Director 1981-82)
Robert T. Willner (1981-82)

ADVISORY COMMITTEE*

(Initiators of proposal to Governor for appointment of Commission)

Dwayne Adcock, curriculum coordinator, Eugene Public Schools

Christine Allen, teacher, Salem Public Schools; past president, Willamette
Valley Council for Social Studies; state advisor, Oregon High School
International Relations League

William G. Berberet, dean, College of Liberal Arts, Willamette University

Janet Clemmer, International Affairs Coordinating Council of Greater Portland

Judy Daugherty, teacher, North Salem High School; past president, Oregon
Foreign Language Council

Lou Elteto, chairman, Department of Foreign Languages, Portland State
University

Richard Lewis, director, Oregon Committee for the Humanities

Melvin P. Pihl, Pihl Investment Co.

Eric Swenson, director, Global Studies, Oregon State University

Clarence E. Thurber, chairman, International Studies Program, University of
Oregon

Jack Van de Water, director, Office of International Education, Oregon State
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Thomas Webb, businessman, Hillsboro, Oregon

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May 20, 1982

REPORT ON PUBLIC FORUMS AND CONSULTATIONS, WITH LIST OF PARTICIPANTS

I. Introduction

Public forums on the proposals before the Commission elicited comments from over 90 speakers in Salishan, La Grande, Ashland, Lake Oswego, Eugene, Portland, and Wilsonville, between March 8 and May 1. We received written comments from over a dozen other business and educational organizations and from half a dozen other individuals. Informal consultations took place with the Director of the Teacher Standards and Practices Commission, participants at the spring conference of the Confederation of Oregon Foreign Language Teachers, the curriculum commission of the Confederation of Oregon Secondary School Administrators, the curriculum vice-principals of Portland public high schools, the instructional deans of the community colleges, the State Board of Education, and several groups of global studies teachers.

The comments received were generally supportive of the committee proposals, at least regarding the objectives stated. Responses focused less clearly on how to accomplish those objectives, but a number of specific proposals drew fairly clear endorsement, some new ideas emerged, and comments in the aggregate suggest some conclusions on priorities.

The following report represents one person's analysis of what happened during this consultative process. Detailed reports on the individual forums, together with the written statements received there and elsewhere, are available from the Commission office.

II. Business Needs

Most speakers endorsed in some form the need for a public information effort on behalf of international trade, although some urged a narrower focus, in schools and business community, rather than a shotgun approach. Some cited a need for more active state government leadership in this area, while others suggested that economic necessity and world developments were achieving much of the stated goal anyway.

Businessmen repeated the observation that foreign language or other international expertise does not, in itself, constitute a qualification for employment. Most employers seek technical or professional qualifications, and may consider language or other international skills an added benefit that might tip the balance if other things are equal. Some employers suggested they might be interested in hiring people with a combination of international and technical ability if such were available, but they had never encountered any in the U.S. Intel Corporation, in a thoughtful written comment, urged the development of combined technical and international competence to follow the accelerating growth of new technology overseas.

Businesses often stressed the importance of cross-cultural understanding as more important than simple linguistic ability. They echoed earlier indications of growing concern with the Pacific Rim nations as Oregon's area of opportunity. Some companies and labor unions stressed the growing importance of foreign language competence as the U.S. finds itself in an increasingly competitive world market. Some firms, especially in foreign trade and transportation, were interested in people with specific training in export and transport procedures, on the basis of internships or other special training.

Business and labor endorsed the need for more international content in general business programs. Many indicated a willingness to work with schools (business administration and others) to develop new curriculum and to provide personnel resources to help broaden classroom presentations.

Some communities reported on establishment of language banks as useful assets in developing foreign tourism, in assisting overseas business, and in aiding emergency service and police personnel.

III. Citizen Education

Most treatment of this subject came in the form of a general endorsement, with few specifics. Two broadcasting media representatives observed that they already carry more international news than the public really wants, and hope the schools would educate the public to value it more. They did see some chance of more international content in general programming, but foresaw some problems with acceptance of it as well.

The media have been sympathetic with the Commission, providing a fair measure of coverage when we have had something for them to report, and they have offered more coverage as our program becomes more clearly defined. TV stations have talked about developing materials for school use, but little has come of that yet.

IV. School/College Programs

A. Foreign Language

Many speakers criticized the proposal for a high school foreign language requirement, finding it expensive, a further disruption in curriculum development on top of other standards changes, likely to meet strong student resistance, and not suitable to all students' abilities. A few responses endorsed the concept, but few educators appear to regard foreign language as a subject that should be required for all high school students.

While opposing a mandatory approach, most speakers suggested alternatives. The most striking feature was the interest in elementary school language study. Three different elementary school language programs were described: one, a six-week exposure program for all students; two, continuing instruction for one or two hours weekly in one language over several grades; and three, a bilingual program for English-speaking students (in Spanish), covering all content areas through the first five grades. The last of these, at Bilquist Elementary School in North Clackamas, reportedly has achieved standard levels for the grade in both languages, and is a year ahead of the norm in mathematics. (See report of Lake Oswego forum and Appendix 5.)

Some educators felt that language could not be added to elementary school programs without dropping other material. Elementary language study was endorsed by several business representatives as well as educators, however, and by ten Lincoln High School students, who added that they felt they could have handled such study without losing other parts of the curriculum, which they felt was not demanding on them.

Some speakers, including a few with personal experience in elementary school language study, stressed the importance of providing follow-up instruction, suggesting that the frustration of letting a language drop before reaching a substantial level of proficiency could make the effort counter-productive. (Two of the programs described did provide for continuation in Junior High.)

Many secondary school educators urged the restoration of a college entrance requirement or graduation requirement in foreign language. They felt this would provide the incentive needed for college-bound students without imposing it on the less academic students, and without creating the heavy demands on the school system of a general requirement. Portland Public Schools noted that the college entrance requirement would place an added burden on them, since far fewer students now take languages than go on to college but felt this requirement could be met. Some speakers also felt that a language requirement would disadvantage continuing education students in particular.

Formal response on the college language issue came only from Reed College, whose representative said Reed could consider such a requirement for the future (c. 1990) in concert with other private colleges in Oregon or in Reed's national college association.

(Editor's Note: Willamette University recently instituted a more rigorous mathematics requirement for the BS degree to balance the existing language requirement for the BA, and has experienced some revival of interest in language study. Informal discussion indicates that the faculty would strongly resist requiring language study for the BS. The BA at University of Oregon and Oregon State requires language study, while the BS has less specific requirements; some 27 percent of U/O graduates receive the BA, and 6 percent at OSU. Forty percent of college bound high school seniors in Oregon report no foreign language study, compared with some thirteen percent nationwide.)

Some educators urged identification of employment opportunities as an incentive to language study. (See Part II above.) Some urged expanded use of computer technology to facilitate language instruction, while others indicated that experiments with this method had not been successful. Several speakers reported an increase in foreign language study, at all levels, in recent years.

As regards the quality of language instruction, comments generally endorsed an emphasis on oral proficiency (although some urged that literary studies not be forgotten, and language teachers themselves stressed a mix of verbal and written skills). No objection was raised to standardized testing of students, and of teachers seeking new certification. University and college personnel supported emphasis on teaching effectiveness in selection and promotion of language department faculty, but many objected to the concept of separate categories, arguing that it is possible and preferable to find personnel who combine scholarly and pedagogical abilities.

B. Asia-Pacific Orientation

Increased emphasis on Pacific Rim studies received extensive support from business, labor, and educational respondents. Exploration of the prospects for a consortium-type institution elicited no consensus on the role or priorities of such an undertaking, but proposals have been received for expanded scholarship and overseas study programs in Japan, and discussions are under way on measures for strengthening Asian language programs at existing institutions. Reed advises that it is proceeding independently to increase the non-Western content of its programs.

C. International Studies

Responses on this subject reflected particular disparity between educators' consciousness of the need for more international content, and the shortage of resources, particularly personnel, to achieve it. Business school faculties, for example, while conscious of the mandate to include international material, have few faculty members familiar with the subject, and no mechanism for defining or enforcing the "requirement." Community college deans report that lack of international background among their faculties would be a major problem in any effort to internationalize their curricula.

Many educators urged guidance from the state Department of Education on the definition of Global Studies. Those engaged in teaching such programs asked, further, for assistance in maintaining communication among their colleagues who are engaged in extensive experimentation in curriculum development under this title.

Some speakers took issue with the broad definition of Global Studies offered by the Committee reports, on the grounds that it did not insure any specific content and might not achieve any measurable objective. The proposal to allow Global Studies credit for language study (now in effect in Albany) was criticized by some specialists, and some language teachers doubted that a language course could achieve more than part of the global perspective they felt was the objective of a Global Studies program.

Discussion of Global Studies often led to expression of a need for fuller definition of social studies curricular objectives generally, and for a more structured sequence for social studies instruction throughout the school years.

Teachers and administrators continually asked for assistance in locating teaching materials and hoped the Department of Education could undertake to provide information on availability of materials and people.

Greater community involvement in the schools, for all programs, not just language or international studies, received extensive support. Educators asked for help in identifying people willing and able to supplement faculty experience, acknowledging that using them would take time and effort, but feeling it would be worthwhile. There were some inhibitions, however, about inviting outside participation in curriculum determination, especially in higher education.

Several speakers noted the essential importance of teacher education in achieving any long-term change in school programs. Inservice programs were described as helpful, but expensive and not always effective. Changes in preservice teacher training, it was noted, are slow to have effect. The proposed requirement for 50 percent international content in the course work leading to Social Studies certification was criticized as too rigid and confining. Some specialists in teacher education, however, noted in this context as well the need for clearer definition of social studies curricular requirements.

The requirement of some international studies content for a bachelor's degree was not criticized (and received little notice, in fact). Definition of the expression "international studies" varied widely, however, with some viewing it as specifically relating to political relations between nation-states, while others accepted it as shorthand for subject matter involving a wide variety of international, intercultural, and global issues not restricted to the social sciences.

D. Exchanges and Extracurricular Activities

Exchange programs aroused great enthusiasm from all who mentioned them. Educators, students, and others described numerous instances where the experience of living abroad or having a foreign visitor in the home or community achieved major educational impact, broadening the horizons of people even indirectly involved. Exchanges also were seen as offering strong academic incentives for study of foreign languages, culture, and international relationships and as particularly valuable in faculty development. The community college deans, in particular, felt that exchanges would be the most important instrument in enhancing the international capability of their faculties.

Personnel involved in conducting exchange programs report that added costs are often far less than expected, sometimes involving only travel expenses, since living expenses and tuition may be no more than at home. Some educators reported on the successful involvement of foreign students as educational resources, and one community college is reportedly already granting nonresident tuition in return for such services.

One school reported success in exchanging TV tapes of school activities with schools in other countries, and suggested that this method could greatly supplement the international orientation of programs. The chief need, as they saw it, would be help in identifying partner schools for the exchange.

The possibility of an international youth camp drew a commitment of support from the American Heritage Association, and the Lions Club has reported on the successful operation of such a camp under their auspices in Texas.

International magnet schools attracted attention in a few areas, and Eugene Public Schools are reportedly considering one. The Model UN program received extensive praise, together with a request for Education Department assistance in coordinating its activities.

V. Institutional Continuity

Several presentations noted the importance of a continued institutional structure to implement the Commission's recommendations. Some mentioned the idea

of continuing the Commission itself, while others suggested the establishment of a state or local/regional councils on a voluntary basis. Most specific suggestions, however, focused on activities by the Oregon State Department of Education and the Oregon State Department of Higher Education which might serve to provide both guidance and support to local efforts.

Respectfully submitted,

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Total listings: 133

SOME INTERNATIONAL PROGRAMS IN OREGON

- A. Elementary School Language Programs
 - 1. Bilquist Elementary School Bilingual Program
 - 2. Ashland Elementary Schools French Language Program
- B. High School Programs
 - 1. Lincoln High School International Studies Center, Portland
 - 2. Oregon High School International Relations League Model United Nations Program
- C. International Programs In Oregon Educational Institutions
 - 1. University of Oregon
 - 2. Oregon State University
 - 3. Eastern Oregon State College
 - 4. Northwest Regional Education Laboratory
 - 5. Mt. Hood Community College International Business Program
 - 6. German Summer School of the Pacific
- D. Study Abroad Programs at Oregon Colleges and Universities
- E. Oregon's Leadership in Wheat Exports

NOTE: In presenting these examples the Commission makes no attempt to provide an exhaustive listing in any of the categories, nor does it offer any relative judgment on the programs mentioned. The items were selected because they appeared to be of interest and of possible value to readers of this report. Many other programs not listed may be equally worthy of mention and emulation.

A-1 Bilingual Program in Spanish for English Speaking Elementary School Students, North Clackamas School District, Bilquist Elementary School

This program provides bilingual instruction in English and Spanish for 125 students (native speakers of English) in grades one through five. They constitute about one third of the school's total population and are chosen by lot from the considerably larger number who seek admission to the program. The students do not represent a particularly high academic level; some are in remedial programs in reading and mathematics.

In first grade instruction is chiefly oral, in both languages, with English reading beginning toward the end of the year. At the second grade, oral and written Spanish as well as English are increased in several curricular areas. Vocabulary in both languages is subsequently developed in all areas each year.

The program began in 1978, with two teachers and 54 students in grades one, two, and three, dividing second grade. Two additional bilingual teachers were added in 1979, and another in 1980, for the total of five now on staff. The school hopes to add a sixth grade to this program when the staffing situation permits. Discussions are under way with the local junior high school to provide for appropriate continuity.

Evaluation of the program so far indicates that students in it perform fully up to grade level in English* and are about one year ahead of grade level in mathematics. Teachers in the program report strong support from the community, which they describe as middle income. They stress the importance of keeping the program a voluntary one. They note that there has been some use of aides but feel that bilingual full-time teachers are much more effective.

Special funding for the program over the five-year period of its initiation (including a year's planning in 1977-78) totalled \$37,319, used for materials and aide time for all five levels. No further special funding is planned for the future and it is expected that the program will cost no more than other regular classroom instruction.

A-2 Elementary School French Language Program, Ashland Public Schools

In the spring of 1980 the program began with a volunteer teacher, Ms. Lauren Schaffer, and eight second and third grade students identified as gifted. In the 1980-81 school year the program was expanded to four groups of students, three identified as gifted and one randomly selected. This program was financed with a grant from the Carpenter Foundation of Medford and matching funds from the Ashland School District.

In 1981-82 the program grew to approximately 200 students from all five elementary schools in the district. Classes included five groups of gifted students from various schools, and all students in grades one through six in Briscoe Elementary School. The National Endowment for the Humanities provided approximately \$10,000 to assist the program.

*As noted in the body of the Report, there are no established tests for measuring foreign language proficiency at this level.

All classes are conducted by one teacher, who meets with each group of eight to fifteen students for two 30-minute periods weekly. For first year students all material is presented orally, with words written on the blackboard for reference but not directly used. Pictures, actions, and simulated situations are used to reinforce the material. Activities include conversation, numbers, pronunciation exercises, vocabulary units (such as colors, school objects, time, weather), verbs, adjectives, games, music, children's literature, art, French culture in general, slides, films, records, and community sharing.

Students, staff, and parents have reacted favorably to the program, which the district plans to maintain on a continuing basis and to expand as it becomes feasible. Preparations are being made to provide continuity in the language in junior and senior high school, and to arrange more advanced instruction at Southern Oregon State College as that becomes necessary in future years.

B-1 International Studies Center, Lincoln High School, Portland

Lincoln High School's International Studies Center is a specialized magnet program in foreign languages and international studies which serves students throughout the Portland Public Schools. Established in 1976, it has grown to the point where in 1981-82 it included over 200 students in grades nine through twelve.

Course requirements for the program (in addition to the basic high school graduation requirements common throughout the Portland system) are:

Foreign Language	4 credits (available are French, German, Japanese, Latin, Russian, and Spanish, with others such as Arabic available by arrangement with Portland State University nearby)
Fine Arts	1 credit
One of the following:	1 credit
Humanities (honors)	
English Literature (honors)	
World Literature	
English History (honors)	
European History (honors)	
Foreign Policy	
International Studies	1 credit

To earn the International Studies credit, members must log 130 hours in approved ISC activities and appear for an oral interview before the ISC faculty committee. Approved activities include the following:

Intercultural activities such as art exhibits, assemblies, festivals, geneological research, movies, oral history interviews, plays, World Affairs Council events, etc.

Deli Nites (2 required annually) which include supper and educational programs featuring cultural presentations on various countries.
 Foreign language field day/camp
 Foreign restaurant visits
 Family trips abroad (with approved itinerary and journal)
 Group performances
 Hosting a foreign student
 Tutoring foreign-born students
 International recipe preparation
 International seminar participation
 Music
 Reading
 School foreign language clubs
 Approved TV/radio programs

ISC students are also eligible for group study/travel programs or individual exchange experiences abroad. For example, the ISC sponsored a study/travel program in France in the summer of 1981 and France and Mexico in 1982.

Admission to the ISC program, either from Lincoln's regular program or from other schools, is by application. Participants must meet the following criteria: Reading, English, and Social Studies skills at or above grade level; good attendance record, healthy attitude toward daily homework, potential for average or better achievement in foreign language study, teacher recommendations, and at the option of the ISC coordinator, a personal interview. The number and quality of applicants have increased steadily, the number now greatly exceeding those who can be accepted, because of personnel and space limitations.

B-2 Oregon High School International Relations League Model United Nations Simulation

The Oregon High School International Relations League (OHSIRL) Model United Nations program gives students the opportunity to put information and techniques learned in the classroom to practical use. Working in the format of the United Nations as a global institution, students experience problems faced by the world today and the need for delegates from various countries to work together to find solutions to complex problems. The program offers a unique insight into international issues and problems as students represent countries with often different policies and goals. This simulation has proved to be a particularly effective learning process for students of all academic abilities and interests.

In 1947 students from 26 Oregon high schools observed the Pacific Northwest College Model United Nations Conference held on the Reed College campus. They were excited by the program and with guidance from the Oregon Education Association and the University of Oregon, the Oregon High School International Relations League was formed. The sponsorship of OHSIRL by these two groups continued until 1970 with funds from the Ford Foundation used to cover many expenses from 1961-1970. In 1970, 115 schools participated in the program. After the university was forced to discontinue its support, the program declined, and in 1974 only eight schools took part in the Spring Conference. The World Affairs

Council of Oregon then agreed to take over the leadership of the program, and with the assistance of a part-time administrator provided by the Council, the OHSIRL regained a membership of 35 schools, retaining approximately that level since. OHSIRL returned to the University of Oregon campus for its spring conference in 1977 and the University has again provided some support services.

OHSIRL first held a full scale Model United Nations Simulation in 1961 and again in 1967. In other years statewide conferences were held on issues such as "Africa, A Crucible for Social and Political Change," "Sino-Soviet Rift," "International Aspects of Environmental Quality," and "Prospects for Peace and Progress in East Asia." Since 1974 the Model UN simulation program has been the major activity of the OHSIRL.

This program consists of a Model Security Council meeting in the fall on United Nations Day, October 24 (or as close as possible) and a General Assembly/Security Council session at a three-day state conference in the spring. At that three-day meeting delegates meet first in five or six committees of the GA and the Security Council to discuss, debate and review the agenda items. Resolutions passed during the committee sessions are sent to the full General Assembly for appropriate action. Each delegation casts one vote in its respective committees and the GA itself. In addition to these meetings, the OHSIRL holds a Rules Workshop in mid-September to provide training in rules of procedure and how to deal with the issues, for advisers and delegates, and other training sessions as well as regional meetings may be held at various locations during the year.

Agenda topics are chosen early in the year, and may include such issues as Apartheid, Disarmament, Law of the Sea, or the problem of a Palestinian Homeland, among others. Each student represents his or her country's viewpoint on the topics under discussion. In preparing their roles the students must research the history, geography, political and economic structure, and culture of their respective countries, as well as the structure and functions of the UN itself. Participants broaden their knowledge of the world and of global issues, learn to put forth ideas effectively, to "lobby" for their interests, and to negotiate and compromise in order to achieve their objectives and reach agreement. The conflicts and compromises, the successes and stalemates delegates experience in this program accurately reflect situations encountered in the United Nations and other organizations, developing skills that will enrich their personal and professional lives regardless of the paths they take after graduation.

IRL or Model UN clubs are organized in individual high schools with one or more faculty advisors, and are affiliated with the statewide league for participation in the Model UN program. In most schools the clubs are organized as extracurricular activities, but in connection with the new global studies requirement, an increasing number of schools have made IRL-MUN part of the curriculum. Schools are assigned their countries by a drawing based on individual school requests. Country delegations range in size from four to seven members, depending on the size and power of the country. Schools request as many delegations as needed to accommodate the members of their clubs. No school may have more than one Security Council country nor may a school represent the same country in successive years. Each member school receives an Advisor/Club Manual containing the information necessary for participation.

For further information contact:

Oregon High School International Relations League
2655 Pheasant Ave. SE
Salem, OR 97302
Attn: Christine A. Allen, State Advisor

C-1 University of Oregon

- A. Master of Arts in International Studies. An interdisciplinary program was approved in 1959. There have been 150 successful participants since that time.
- B. Undergraduate major in International Studies. An interdisciplinary program was approved in 1980. Cooperating in the program are 55 faculty members from all Social Science and Humanities departments, and several professional schools. There are 75 students now in the program, selected on the basis of written application. Criteria for selection are: a B average at the university; orientation toward an international career; a letter of recommendation from a faculty adviser; preparation of a 45-credit hour study program extending over three years, including an integrative seminar approved by the Department, and preferably involving a period of study abroad, and completion of three years of a foreign language or demonstration of equivalent competence.
- C. Global Perspectives. Under a grant from the Exxon Education Foundation, six new courses are being offered in 1982-83, one each at the introductory and senior levels, in: World Value Systems, Population and Resources, and Rich Nations/Poor Nations.
- D. Pacific Regional Development. Under a grant from the U.S. Department of Education, new courses have been developed for dealing with:
 - The Pacific Challenge--taught in cooperation with the Public Affairs Department and College of Business, dealing with problems of leadership in Pacific regional development.
 - Pacific Writers--taught in cooperation with the Romance Language Department, and dealing with novels by authors from, for example, Japan, Thailand, Indonesia, Chile, and Guatemala.
 - Health problems of the Pacific--taught by a professor of Health Education.
 - Ethics of Development in the Pacific Region, a course taught by a professor of International Studies, emphasizing three alternative development models.
 - Additional courses in this series under development include: Comparative Bureaucracy--The Executive in the Pacific; Cultural Foundations of Japanese Management; and The Emergence of International Institutions.

- E. A program of cooperation with the Eugene public school system is aimed at development of global perspectives in school curriculum with a committee jointly chaired by a professor in the International Studies program and an official of the Eugene school system.

C-2 Oregon State University

OSU's Office of International Agriculture provides agricultural development assistance to the Yemen Arab Republic under a contract with the U.S. Agency for International Development (through the Consortium for International Development). Some 10-15 OSU personnel are now in Yemen under this contract.

C-3 Eastern Oregon State College

Under a contract with the Federation of Micronesia, EOSC provides instruction to prospective teachers in Micronesia. Ten EOSC faculty members went to Truk for this purpose in 1981, and fifteen in 1982. Micronesian students at EOSC have assisted in preparing these faculty members through special training sessions and informal discussions before their departure, enhancing the reciprocal intercultural effect of the entire activity.

C-4 Northwest Regional Educational Laboratory

NWREL participates in the Pacific Circle Consortium, with representative institutions from other members of the Organization for Economic Cooperation and Development in the Pacific area (Canada, Japan, Australia and New Zealand), seeking to improve international understanding through joint education programs. The Consortium conducts two activities: exchanges of people and curriculum materials, and development of curriculum materials for a common project on Pacific Ocean studies for use in schools of the consortium members.

C-5 Mt. Hood Community College International Business Program

This program is designed to enhance the employability of persons who will be or could be involved in both international and domestic relations. As Oregon is situated in a geographically strategic position and is certain to be increasingly involved in the international aspects of commerce, the international business program will increase the employability of graduates. The program should not be expected to prepare experts in international marketing or international finance.

Program graduates are likely to find employment in Wholesale/Retail trade and Banking. Some examples of positions are retail buyer, purchasing agent, manufacturers' sales worker, wholesale trade sales worker, bank teller, and foreign banknote teller and trader.

FIRST QUARTER
 AC 110 General Accounting I 4
 BA 101 Introduction to Business 4
 CS 109 Computer Applications 1
 ENG 28 Communication Skills I 3
 Specialty Option 3
 15

SECOND QUARTER
 AC 111 General Accounting II 4
 BA 104 Business Math/Electronic Calculator 4
 ENG 29 Communication Skills II 3
 PE Physical Education 1
 Specialty Option 3
 15

THIRD QUARTER
 BA 206 Management Fundamentals 3
 BA 223 Principles of Marketing 3
 EC 131 Introduction to Economics 3
 IE 110 Introduction to International Studies I 3
 PE Physical Education 1
 Specialty Option 3
 16

FOURTH QUARTER
 BA 111 Computers in Business 3
 BA 234 International Marketing 3
 BA 238 Sales 3
 IE 111 Introduction to International Studies II 3
 Foreign Language or Related Elective 3
 15

FIFTH QUARTER
 BA 222 Finance 3
 BA 226 Business Law I 3
 BA 237 Import/Export Marketing 3
 PE Physical Education 1
 WEIB 280 Cooperative Work Experience or Foreign Language or
 Related Electives 3-5
 13-15

SIXTH QUARTER
 BA 277 Business Law II 3
 BA 274 International Finance 3
 HE 252 Standard First Aid 3
 WEIB 280 Cooperative Work Experience or Foreign Language or
 Related Electives 4-6
 13-15

NOTE: Scheduling requirements may prevent all courses being offered every year. Consultation with the program adviser is critical to the student's selection of courses.

SPECIALTY AREAS

Students in the International Business program have the option of selecting one of the two specialty areas listed below. The courses required within the chosen specialty areas should be taken during the term indicated.

Wholesale/Retail Areas:
 BUS 15 Retail Merchandising
 BUS 36 Buying for Resale
 BA 239 Advertising in Business

Banking Areas:
 BA 269 Principles of Bank Operations
 BA 275 Bank Management
 BA 281 Installment Credit

RELATED ELECTIVES

In selecting related courses, the student should consult with an adviser to determine whether a selection of courses across divisional areas or a concentration of courses within a specific division is more appropriate to the student's vocational goals.

BUSINESS: BA 214, 224, 251
 COMMUNICATIONS: SP 100, WR 227
 INTERNATIONAL EDUCATION: HUM 110, 111, 112; IE 100, 101, 110, 111, 209, 210, 211, 212

GENERAL EDUCATION

Every program of occupational education leading to an associate degree includes a selection of courses from the area of general education. The required number of hours from each general education area is stated below and/or shown in the curriculum.

	Req. Hrs.
COMMUNICATIONS; Students must follow one track: ENG 28, 29 or WR 100, 121 or WR 121, 122	6
HEALTH/PE: HE 252, PE (3)	6
MATH/SCIENCE: BA 104, CS 109	5
SOCIAL SCIENCE: IE 110, 111	6

C-6 Deutsche Sommerschule Am Pazifik

The Deutsche Sommerschule Am Pazifik (German Summer School of the Pacific) was founded by Dr. H. F. Peters and held its first session on the campus of Reed College in 1958 with 27 students and a faculty of four. In 1974 it moved to Lewis and Clark College.

Students from all 50 states, Canada, the Far East and Europe have attended--altogether 2,200 in the 25 years of the school's history. In 1964 the Oregon State Board of Higher Education authorized the Deutsche Sommerschule to offer a Master of Arts Degree in German. To date, over 35 MA degrees have been awarded through Portland State University.

In addition to the traditional language and literature classes, the curriculum of the Deutsche Sommerschule emphasizes courses not ordinarily found in a regular university.

Language courses. Five to six levels of grammar instruction are offered, plus stylistics for advanced students. Emphasis is placed on oral comprehension. (4 hours credit)

Seminars. Offered in art, poetry, history, literature. (4 hours credit)

Colloquia. Informal discussions in the fields of psychology, history, music, architecture, and philosophy. (1 hour credit)

Theater Workshop. Students present a play as culmination of their class. (4 hours credit)

Vocabulary Building. Words of daily living and frequently used expressions are stressed. (3 hours credit)

Methods of teaching German. Includes sharing of ideas, favorite techniques, and discussion and demonstration of new methodologies. (3 hours credit)

Independent Study. Students pursue an area of special interest under the tutelage of a faculty member. (1-4 hours credit)

The Deutsche Sommerschule is able to provide substantial scholarship aid toward the payment of tuition.

D Study Abroad Programs in Oregon Colleges and Universities--Illustrative List

Students at University of Oregon, Oregon State University, and Western Oregon State College can participate in the Study Abroad program operated by the Oregon State System of Higher Education through Oregon State's Office of International Education. In 1981-82 120 students were enrolled in this program, which provides a full year's work at the following locations under the leadership of a professor from the state system in each country:

France: Poitiers
Germany: Hohenheim, Konstanz, Mannheim, Stuttgart, and Tübingen
Japan: Waseda University, Tokyo
Mexico: Guadalajara (now operated under NICSA--see below)

Several institutions in the State System also take part in the Northwest Inter-institutional Council on Study Abroad (NICSA), which provides for one to three semesters (with home-stay accommodations) at universities in France (Avignon), Germany (Cologne), London, and Mexico (Guadalajara).

In addition, individual institutions have numerous international programs of their own or participate jointly with others. Some examples are:

Eastern Oregon State College: Study abroad programs in cooperation with other participating institutions in the Pacific Northwest International/Intercultural Educational Consortium.

Oregon State University: A program for School of Business students to attend New South Wales Institute of Technology, Sidney, Australia; a program for undergraduate agriculture students to spend an academic year at Lincoln College in Canterbury, New Zealand, with an additional work experience in the country.

Portland State University: Academic year in Hungary at the Jozsef Attila University of Szeged, and summer sessions in Spain (Madrid), Japan (Sapporo), and Yugoslavia (Split). The Portland State summer session also includes on a yearly basis exchange professors from Brazil, France, Japan, and Korea.

Southern Oregon State College: Exchanges with the University of Guanajuato, Mexico, for a full academic year (Guanajuato and Ashland are also linked under the Sister Cities program); International Student Exchange Program (administered by Georgetown University), which provides for a full year at any of 60 foreign universities, on a one-for-one exchange basis; and exchanges of faculty and students with Tankuk University in Seoul, Korea.

University of Oregon: A one-year exchange program with the Netherlands School of Business, emphasizing business and economics, with one term of internship in a European company; a one-year exchange program with the University of Linköping in Sweden; a one-year exchange program with the University of Bergen, in Norway; a one-year exchange program with the Cross-cultural Institute in Seville, Spain; beginning in 1982, two different programs for a year's study in the Soviet Union, at Moscow and Leningrad, respectively. Altogether 175 U/O students took part in study abroad programs under the university's auspices, in addition to a similar number in programs administered by other institutions.

Lewis & Clark College: One of the most extensive student exchange and study abroad programs of any college in the United States is operated by Lewis and Clark College, with as many as 20 different groups abroad, with college faculty leadership, in the course of an academic year. Some 40 percent of the latest graduating class had taken part in a foreign study program, and approximately one third of the present faculty have led at least one such group. Specific programs include a junior year abroad (in Munich) and yearly trips to Latin America, Europe, Asia, and alternately to Africa or the Middle East. The college reports that total cost of a term abroad to the student does not exceed by more than \$150 the cost of a term at the Portland campus (including air fare to and from the foreign location).

Students from other colleges in the region are also accommodated in Lewis and Clark programs as well.

Linfield College: Four one-semester group programs for sophomores, in Paris, Yokohama, Vienna, and San Jose, Costa Rica accommodate 15 students each. Programs are designed as part of the college's general education program. There is also a full year's course for German language majors at Tübingen, Germany. The college expects about 60 students per year, 20 percent of each sophomore class, to take part in such programs.

Reed College: After a period during which the college did not favor interruptions in its regular four-year program, Reed has begun to encourage participation in study abroad activities for its students. It now cooperates with Lewis and Clark College in utilizing the latter's program in Munich, and is exploring the adoption of additional foreign study programs.

Willamette University: An annual program in London for two semesters (in a consortium with five other colleges in the Pacific Northwest); alternate year programs for varying periods in Spain, France, Mexico, and Japan. A total of 35-40 students take part annually in these programs.

Pacific University: In a new program of cooperation with Central College, Pella, Iowa, all foreign language majors are required to spend at least one semester studying abroad at centers in Paris, Vienna, and Granada. Opened in 1981-82 with two students, the program is due to have four in 1982-83 and the University expects continued growth in future years.

E Oregon's Leadership in Wheat Exports

Oregon wheat producers spearheaded an export development program that has become one of the most successful in the United States.

In 1956, faced with a surplus of soft white wheat and limited U.S. markets, the Oregon Wheat Growers' League began to explore sales in Asia. After an investigative mission they opened offices in Tokyo and New Delhi in 1958, and in 1959 joined with other producers in the Pacific Northwest to form Western Wheat Associates. In 1980 that organization joined with Great Plains wheat producers to form U.S. Wheat Associates, which now operates programs in 96 countries, with 13 overseas offices. In the process, wheat exports from Oregon have grown from about 26 million bushels (in 1962) to some 57 million in 1981, and account for 80 to 85 percent of all wheat produced in the state.

The Wheat Associates attribute this success to the following factors:

1. They approach every country as different, in terms of needs, tastes, and capabilities, adapting techniques, products, and business methods as required by each market, and evolving new products and methods as nations develop and become more sophisticated in their tastes and abilities. For example:

In Japan the Wheat Associates worked over a long period to build a market for wheat products, working with importers, millers, bakers, retailers, and government agencies to develop techniques and organization as well as consumer acceptance.

In Pakistan the Associates worked with local business to acquaint people with wheat-based foods, adapting recipes to local tastes, and assisting in the blending of Pakistani wheat with imported grain to increase consumption of both.

In India the Associates helped with development of inexpensive ovens, made of oil cans, for use by customers too poor to afford other equipment.

Throughout South Asia and the Middle East the organization took advantage of the fact that Pacific Northwest wheat is especially suited for the flatbreads favored in the South Asian region.

2. Especially in Asia the Associates recognized that established personal relationships are important and found that while acceptance of individuals and the organization grew slowly, the market has proved extraordinarily stable once established.
3. Producers have been willing to invest substantial sums in market development, with each Oregon wheat farmer paying a self-assessed two cents per bushel. This financial commitment, supplemented by foreign currency made available through the U.S. Department of Agriculture from sales of agricultural surpluses overseas, has enabled the Wheat Associates to conduct a stable, long-term program.
4. Directors of the overseas offices of Wheat Associates have taken care to become fully informed on local culture and conditions, and many have become fluent in the local language.

Information provided by: Jerrie Anderson, U.S. Wheat Associates, Portland
Ivan Packard, Oregon Wheat Commission, Pendleton

SURVEY OF BUSINESS NEEDS FOR INTERNATIONAL SKILLS
 Conducted for the Oregon Commission on Foreign Language and International Studies
 Paul Bartel & Robert T. Willner

SUMMARY

Personnel with international business experience and foreign contacts are the first priority for most firms seeking to expand international sales, according to a survey of Oregon business conducted by the Commission in November-December 1981. Two thirds of the companies responding reported foreign business was growing and 90 percent planned to intensify their efforts in foreign markets.

Answers were received from just over 50 firms, ranging from the largest multi-nationals active in Oregon to small trading companies, as well as banks and various service or professional organizations. While the sample was limited in size, its varied composition and the similar views received from other foreign trade specialists suggest that the observations obtained would be useful in judging the overall needs of Oregon business with regard to international transactions.

Asked what preparation they would look for in new graduates seeking employment, the respondents indicated a strong preference for four-year college graduates (except in some specific fields where community college preparation was considered sufficient) and many emphasized the importance of a good general education with an overall grasp of international relationships. As for specific skills, a plurality favored international marketing, but other subjects followed closely, including knowledge of freight and transport procedures (at the community college level), familiarity with international finance or accounting, knowledge of foreign languages (especially Chinese, Japanese or Spanish), or a general business degree with some background in international business. Specialists in international business were of less interest, but all categories had some proponents.

THE SURVEY

A two-page questionnaire designed by the Commission staff was sent to approximately 925 businesses and other organizations as an enclosure to the newsletter Oregon International, circulated by the Portland office of the U.S. Department of Commerce and the International Trade Division of the Oregon Department of Economic Development. Replies were received from 52 companies, a return rate of five percent; time constraints precluded a follow-up inquiry that might have increased the response ratio.

Results were reviewed in the light of related studies: a) a survey by Mt. Hood Community College, Gresham, Oregon, in 1980, on the need for a two-year business management program specializing in international marketing, with replies from 125 Oregon businesses, and b) a study "Business Needs for Foreign Languages: A Survey of 217 Employers," prepared by Clyde Thagmartin and JoAn Mann in 1978, published in ADFL Bulletin, Volume 20, Number 4, May 1979.

Principal responses to the Commission survey were as follows:

1. Percentage of Business Represented by International Operations

Amount Indicated	Number of Firms	Percent of Total
Over 50%	16	33
25-50%	8	17
10-25%	5	10
less than 10%	16	33
none (0%)	2	4
no response	1	2

The three nearly equal groupings that emerged from this question--under 10%, 10-50%, and over 50%--revealed some correlations with other responses, discussed under some of those headings.

2. Trend of International Operations

Asked to describe recent experience in international business, respondents provided the following information:

Status	Number	Percentage
Growing	32	67
Stable	5	10
Declining	7	17
No response	3	6

3. Plans for the Future

Asked if they planned to increase their international activities, 47 respondents (90 percent) said they would, four (8 percent) said no, and one replied "We look for opportunities; planning has been no help."

4. Priority Needs in Expansion

The question asked was "What factors would you consider most important in a decision to expand your international activities? Please indicate priorities 1, 2, and 3."

Responses were evaluated by assigning each first choice three points, second choice two points, and third (as well as further) choices one point.

Replies, listed in order of preference, were:

	Priority 1	Priority 2	Priority 3	Factor Score
1. Personnel experienced in foreign transactions	13	8	8	63
2. Personnel with foreign business contacts	13	6	7	58
3. Assistance in financial transactions	10	5	8	48
4. Evidence that competitors are successful in a given market	6	8	6	40
5. Published information on sales opportunities	6	0	15	33
6. Other	Written responses totalled 18, some in addition to numerical choices. They included five stressing personnel factors, five citing economic conditions in the market area, three referring to tariff and other governmental barriers, and several discussing the types of business sought without indicating specific needs			

Of particular significance in these responses is the emphasis on personnel with appropriate qualifications (choices 1 and 2), the first choice of over half the respondents. Choice 1 was preferred by firms with less than 10 percent international trade (see question 1), possibly reflecting concern with their lack of experience in that market. Choice 2 was divided fairly evenly among the three subgroups, while choice 3, stressing financial assistance, was favored heavily by companies with over 50 percent foreign trade, perhaps reflecting the special needs of trading firms. (Correlation of responses to individual firms was precluded by the structure of the questionnaire, which permitted respondents to separate their identities from the preference indications.)

5. Importance of International Experience in Hiring Decisions

<u>RANK</u>	<u>NUMBER</u>	<u>PERCENT</u>
Important for most	7	15
Important for some	22	46
Minor factor for some	5	10
Unimportant	6	13
No response	7	15

International experience emerges as having some importance to at least 61 per cent of the firms responding.

6. International Skills Desired by Businesses

The question asked was: What international skills would you like to find in new graduates? "Please indicate priorities 1, 2, and 3, and circle educational level preferred." Responses were evaluated by a similar method to that employed in item 2 above, with three points for priority 1, etc. They are listed here in the order of preference, not in the order presented.

	Priority*			Factor Score	Educational Level Sought			
	1	2	3		HS	CC	4 Yr	Grad Sch
1. International marketing	13	6	6	57	2	1	18	4
2. Freight/transportation procedures	7	6	12	45	3	11	8	1
3. Foreign language (specified in separate listing)	9	2	12	43				
4. International finance or accounting	8	6	6	42		2	16	4
5. Business degree with some international content	8	4	7	39		3	20	1
6. Foreign area studies (specified separately)	6	2	11	22				
7. International business degree	3	6	8	29		2	14	2
8. Technical degree with some international content	4	4	8	28		6	10	1
9. International law	2	5	10	26		2	8	4

*A number of respondents indicated more than one choice in each column.

Seven respondents, all in the group with less than 10% foreign trade, made no response to this question.

As the above table indicates, international marketing appears to be the preferred training, while choices two through five are so closely grouped as to make any statement of preference dubious. Preference for a four-year college degree appears marked, except with regard to community college training for work in freight/transportation procedures.

Responses in the "Other" category stressed general education and work experience, including the following observations:

"Individual qualities much more important in our field than particular training. Four year college in any discipline. Some knowledge of forest products is helpful but not essential. Work experience in sales or trading is also helpful."

"International relations, a broad understanding of world politics."

"Actual experience is far more valuable than academic experience-- combination of both is tremendous."

"I would look at the individual on an overall view. Experience would be the biggest factor."

Preferred Language Skills

Language	Number	Language	Number
Arabic	1	German	2
Chinese	8	Japanese	8
(Mandarin	5)	Korean	2
(Cantonese	2)	Latin	1
Danish	1	Portuguese	1
French	4	Spanish	8

In all only 15 respondents specified a language by name, suggesting a rather low priority for this skill in general. The strong preference for Chinese, Japanese, and Spanish among those interested in languages is striking, and contrasts markedly with the preferences in the nationwide survey cited above by Thagmartin and Mann, which produced the following results:

Language	Rank	Number of Employers
Spanish	1	81
French	2	54
German	3	53
Arabic	4	30
Japanese	4	30
Italian	5	20
Portuguese	6	19
Russian	7	10
Chinese	9	9

Another part of this question dealt with area study preferences. The response rate was so low (N=5) as not to merit depiction. All responses received identified Pacific Basin areas as the ones of interest, however.

8. Business Use of Academic Experts

The question asked was: "Would your company wish to use an arrangement to make academic experts in a given foreign area or international subject available for consultation or employee orientation?" The responses were:

	Number	Percentage
Yes, at no cost	9	19
Yes, at moderate cost	11	23
No	17	35
No response	11	23

CONCLUSIONS

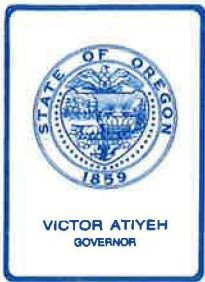
The most significant result of the survey was probably the evidence it provided regarding the priority firms attach to finding qualified personnel in developing international business. This conclusion, together with the preferences indicated for the types of preparation sought (generalists with international background, some specialists in procedures), corresponded with observations provided by several advisers to the Commission on the basis of their experience.

The interest expressed in Pacific Basin languages (item 7) suggests a need for a shift of emphasis in language and area programs, particularly with regard to the East Asian languages. This finding contrasts with that of Thagmartin and Mann, perhaps reflecting both a difference between national and regional business interests, and some evolution of attitudes in the three years separating the two studies.

Employer interest in four-year college graduates in most areas (item 6) contrasts somewhat with the Mt. Hood report, which indicated little difference in preference between community college and four-year programs in international marketing. The latter survey, however, was tied to a particular community college program, while the Commission study was more general in nature regarding both programs and type of personnel concerned.

Business interest in using academic expertise to develop more background in foreign areas suggests a potential market for such services, which might warrant further examination (item 8).

Further research on the questions treated in this study, both in Oregon and elsewhere, could have application both in economic development and in education. Such research would benefit by providing additional information on the size and type of businesses responding, and by a structure that would facilitate correlation of that information with the preferences indicated.



Governor's Commission on Foreign Language and International Studies

225 WINTER STREET NE., SALEM, OREGON 97310 PHONE 378-4902

August 23, 1982

The Honorable Victor Atiyeh
Governor
254 State Capitol
Salem, Oregon 97310

Dear Governor Atiyeh:

Attached is the report that you asked this Commission to prepare in July 1980. As you directed in the charge to the Commission, we have developed a series of specific, practical recommendations designed to make Oregonians more aware of their role in the world and better able to fulfill that role effectively.

At the time the Commission was established and the task set before us none of us knew how difficult Oregon's economic situation would become or how timely our recommendations would be. The very condition of the Oregon economy, while making it difficult to find support for new undertakings, accentuates the need for change, and offers opportunities that must be grasped. We cannot put off fixing the roof because it is raining.

Accordingly our proposals, which emphasize the use of existing resources, include recommendations requiring immediate and short term action, as well as others of a long term nature. We believe these recommendations, if carried out, will enhance the quality of education, will enable Oregon to play a far greater role in the international trading community, and will significantly strengthen our economy.

The 33 recommendations offered call for parallel actions by state and local authorities and the private sector to develop a better informed public, a more internationally active economy, and an education system that will prepare our young people for life in a complex, challenging global society.

The Commission believes that the actions needed are within the capability of existing agencies with existing legislation. Additional expenditures, while desirable for some aspects of the program, will be less crucial than a commitment by the leaders of