

**Dave Porter**  
**1113 SE Cora Street**  
**Portland, OR 97202**  
**palabras@easystreet.net**

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Co-Chairs Representative Komp and Senator Monroe and members of the Joint Ways and Means Subcommittee on Education,

Testimony on HB 5016 and HB 5017

In response to changing global geopolitics and economics, I urge you to amend HB 5016 to improve Oregon's foreign language learning and study abroad opportunities in the 2015-17 biennium by (a) providing \$100,000 each for four (4) additional Mandarin dual language immersion start up programs across Oregon (\$400,000 total) and (b) providing \$10,000 each to pay for ten (10) Oregon high school students each academic year (2015-16, 2016-17) to study abroad in China (\$200,000 total).



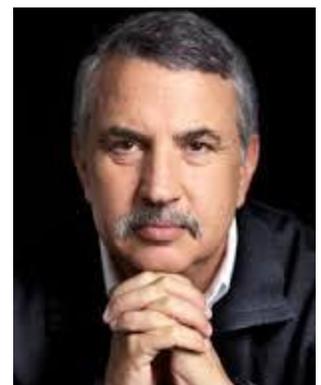
I further urge you, if necessary, to add the following language so that by statute, or by Board of Education rule, that:

"For the purpose of calculating Average Daily Membership (ADM) used in the distribution of State School Funds, a school district may count high school students studying abroad on programs approved and paid for by the school district."



This would permit local school districts to pay for sending high school students to study abroad in China and still receive State School Funds for those students.

The issue is China, and are we preparing today's students in Oregon for the challenges and opportunities that a rising China will pose over their lifetimes? And the question is not just are we giving educational opportunities to individual students, but are we preparing the next generations, as groups, to have the language and cultural skills that can make our state, and our nation, successful in the future international system. The answer is: no, not at all. Neither our public K-12 educational system nor our public colleges and universities are producing Mandarin proficient and Chinese-culture-knowledgeable students in significant numbers.



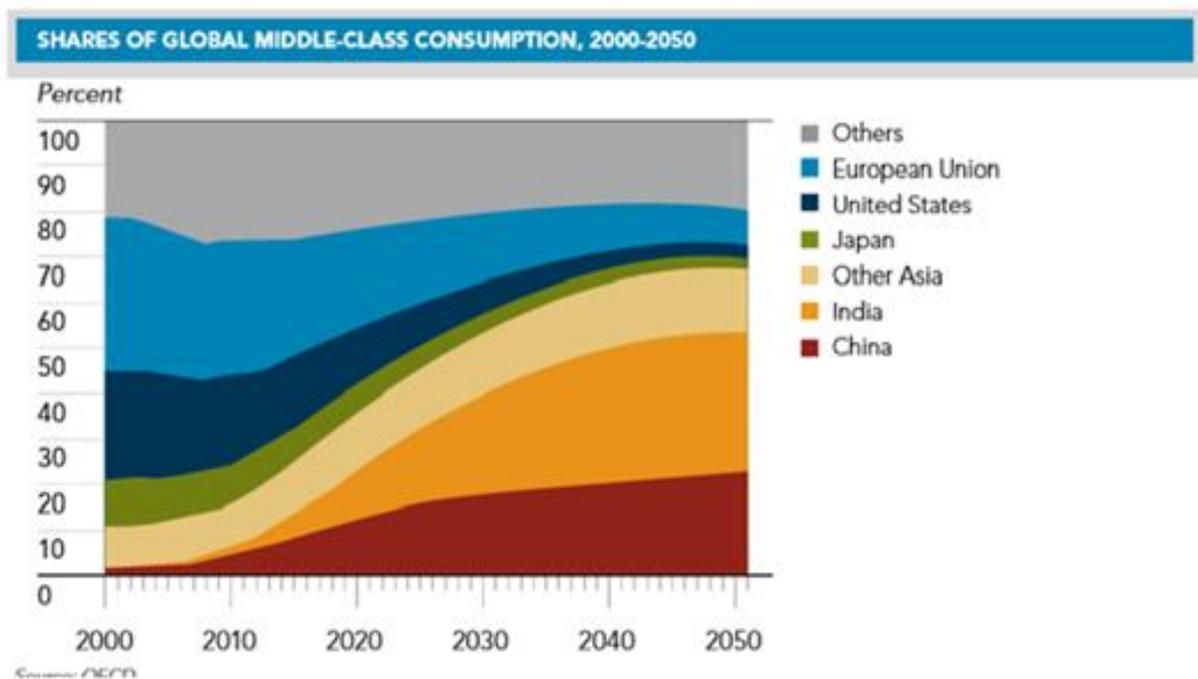
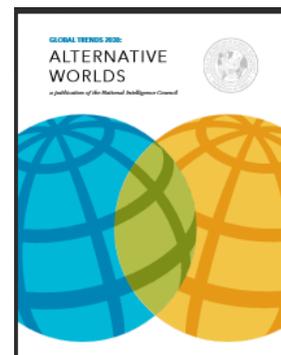
Responding in our educational programming to the rise of China is important. In 2006, Thomas L. Friedman wrote in his NY Times column: "I

still believe that when the history of this era is written, the trend that historians will cite as the most significant will not be 9/11 and the U.S. invasions of Afghanistan and Iraq. **It will be the rise of China and India.** How the world accommodates itself to these rising powers, and how America manages the economic opportunities and challenges they pose, is still the most important global trend to watch.”



Columnist Nicholas D. Kristof wrote “**I’m a believer in China, and I think it will end this century as the most important country in the world.**” Scholar Jeffrey Sachs advised Americans to prepare for a world where by the year 2050 China's economy could be 75% bigger than our own. China will be the most important, pivotal security relationship for the US in the 21st century. War, peace, prosperity, pandemics, clean energy, terrorism, and global warming all turn on US-China relations. What is at stake for us and our children is simply too big to continue to avoid.

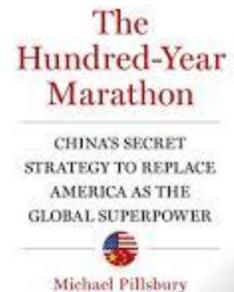
In 2012, the U.S. National Intelligence Council published its report *Global Trends 2030: Alternative Worlds*. Just look at the at the chart below: “Shares of Global Middle-Class Consumption, 2000-2050” Oregon's best opportunities for economic growth are to sell more goods and services to the growing markets of Asia. Note the diminishing share of the United States. Note the growing shares of China, India, and Other-Asia.



But China's growing economy is also supporting a growing military, and China expert Michael Pillsbury in his recent book *The Hundred-Year Marathon: China's Secret Strategy to Replace America as the Global Superpower*, in addition to warning about China's long term goal to replace the

US as the world's global superpower, writes about the difficulties in interpreting what the Chinese mean:

One of the first things a student of the Chinese language learns is its essential ambiguity. There is no alphabet, and Chinese words aren't formed by letters. Rather, words are formed by combining smaller words. The word for *size* combines the character for *large* with the character for *small*. The word for *length* combines the words for *short* and *long*. Chinese use dictionaries to organize thousands of characters, which must be filed under approximately two hundred so-called radicals or families, all sorted according to relatedness. Under each category of relatedness, the dozens of characters are again sorted in order of the total number of strokes required to write a character, from a minimum of one to a maximum of seventeen strokes.



Adding to this complexity are the tones and pitches that delineate words. The effect of tones is to give a single word four possible meanings. A classic example is *ma*. In the first tone, *ma* means *mother*. The second tone is a rising tone, so *ma* then means *numb*. The third tone for *ma* means *horse*, and the fourth tone for *ma*, which falls sharply, means *to scold*. The Chinese must talk loudly to make the tonal differences audible. Another ambiguity is how few sounds the Chinese language uses for syllables. The English language uses ten thousand different syllables, but Chinese has only four hundred. Thus, many words sound the same. Puns and misunderstandings abound.

The language's very complexity is like a secret code. A foreigner has to make important decisions about how to translate Chinese concepts, which can inherently lead to misunderstandings. I had to decide how to translate unusual, elliptical Chinese phrases that were used by Deng Xiaoping in 1983 to a Senate delegation in Beijing, then ambiguous comments in 1987 by Zhu Rongji in Washington, then again in 2002 to decipher what Hu Jintao meant to convey during his visit to the Pentagon. My colleagues often share our translation decisions with each other. Unfortunately, the vast majority of so-called China experts in the United States do not speak Chinese beyond a few words--enough to feign competence in the presence of those who do not speak the language fluently.

The Center for Strategic and International Studies and the Institute for International Economics emphasizes the importance of the US - China relationship:

No relationship matters more – for better or for worse – in resolving the enduring challenges of our time: maintaining stability among great powers, sustaining global economic growth, stemming dangerous weapons proliferation, countering terrorism, and confronting new transnational threats of infectious disease, environmental degradation, international crime, and failing states.



University of California Berkeley Professor Brad DeLong give advice:

Think of it this way: Consider a world that contains one country that is a true superpower. It is preeminent--economically, technologically, politically, culturally, and militarily. But it lies at the east edge of a vast ocean. And across the ocean is another country--a country with more resources in the long-run, a country that looks likely to in the end supplant the current superpower. What should the superpower's long-run national security strategy be?



I think the answer is clear: if possible, the current superpower should embrace its possible successor. It should bind it as closely as possible with ties of blood, commerce, and culture--so that should the emerging superpower come to its full strength, it will to as great an extent possible share the world view of and regard itself as part of the same civilization as its predecessor: Romans to their Greece.

The two top educational priorities for creating a next generation of Oregonian capable of engaging the Chinese are (1) more Mandarin dual language immersion programs and (2) getting more Oregon high school student spending a high school year in China.

**Immersion programs:**

<b>Dual Language Immersion programs Elementary school level Fall 2014</b>		
	<b>Utah</b>	<b>Oregon</b>
<b>Spanish</b>	<b>54</b>	<b>49</b>
<b>Mandarin</b>	<b>31</b>	<b>3</b>
<b>French</b>	<b>13</b>	<b>2</b>
<b>Portuguese</b>	<b>6</b>	<b>0</b>
<b>German</b>	<b>2</b>	<b>0</b>
<b>Japanese</b>	<b>0</b>	<b>2</b>
<b>Russian</b>	<b>0</b>	<b>2</b>
<b>Vietnamese</b>	<b>0</b>	<b>1</b>
<b>Total</b>	<b>106</b>	<b>59</b>
<b>Total Statewide</b>		
<b>Enrollment 2013</b>	<b>595,799</b>	<b>567,100</b>

<b>Oregon, Statewide 2013-14 Immersion and Literacy Squared Kindergarteners</b>			
<b>Spanish</b>		<b>2,384</b>	<b>5.6%</b>
<b>Literacy Squared</b>		<b>685</b>	<b>1.6%</b>
	<b>subtotal</b>	<b>3,069</b>	<b>7.2%</b>
<b>Japanese</b>		<b>165</b>	<b>0.4%</b>
<b>Mandarin</b>		<b>76</b>	<b>0.2%</b>
<b>French</b>		<b>100</b>	<b>0.2%</b>
<b>Russian</b>		<b>90</b>	<b>0.2%</b>
<b>Total</b>		<b>3,500</b>	<b>8.2%</b>
<b>All Kinders</b>	<b>42,728</b>		<b>100.0%</b>

After initial start-up expenses, Mandarin dual language immersion programs need cost no more than regular English-only programs. It just take a different Mandarin fluent teacher. Current Oregon has three Mandarin immersion programs. Utah has thirty-one.

### High school study abroad in China programs

More funding, just a shift in existing funds, is not needed for high school study abroad in China programs. There are existing study abroad in China programs, with fees covering tuition, room and board with a family, and transportation, that cost about the same as Oregon's statewide per pupil operating costs. In 2012-13 (the most current year reported in ODE report #51), the statewide "Operating Expenditure per Student" was \$9,364. The study abroad organization ASSE, established in 1976 as the American Scandinavian Student Exchange by the Swedish Government, now maintains 38 offices in 31 countries and accommodates more than 30,000 high school age students and host families annually in its programs in the participating countries. Above note that its fee for a high school year in China is \$9,300 (\$9,100 + \$200). Note also that ASSE school year study abroad programs to thirty different countries each cost less than the annual operating expenditures per student in Oregon. Oregon can reduce costs by sending some students to study abroad.

2015/2016 Program FEES & TERMS (Priced and payable in U.S. Dollars)				
<b>Preliminary Application Fee:</b> (Exclusive of Program Fee) <b>All Programs \$200</b> All candidates for acceptance in the ASSE Exchange Program must complete the attached Preliminary Application form (or you can apply on-line) in full and submit it with a \$200 cheque for processing to ASSE. This fee is refundable if you are not accepted into the ASSE program. Consideration for acceptance and country of preference will be based upon your qualifications and the date of receipt of this application.				
<b>Program Fees: School Year or Semester**</b> (August/September 2015 Departure)****				
Poland	Sweden	Norway	Finland	Italy
Czech Rep	Slovakia	Germany	Portugal	Estonia
Ukraine	Holland	Lithuania	Romania	Moldova
Spain	Denmark	Switzerland	Turkey	<b>\$8490</b>
France				<b>\$9830</b>
Mexico				<b>\$7140 †</b>
English Canada				<b>\$9940 †</b>
French Canada				<b>\$13100 †</b>
New Zealand (July departure)				<b>\$9650</b>
Thailand (July departure)				<b>\$8100</b>
China				<b>\$9100</b>
Taiwan				<b>\$7980</b>
Mongolia, Vietnam				<b>\$8950</b>
<b>Semester only** (August/September 2015 Departure)****</b>				<b>\$8040</b>
<b>School Year or Semester** (Spring 2016 Departure)****</b>				
Australia (depart January)				<b>\$13050</b>
Japan, Korea (depart March)				<b>\$9100</b>
Argentina, Brazil (depart January)				<b>\$7050</b>
South Africa (depart January)				<b>\$8590</b>
Thailand (depart May)				<b>\$8100</b>

Back in 2006, I wrote in a proposal to the Oregon Business Plan titled "Developing the China Connection through Educational Programs:"

We as Oregonians can step forward, act boldly and with vision. Our children and their children will live in a very different world. We need to help them create their future. There are many contemporary crises (the Middle East, North Korea, terrorists, pandemics) but the central strategic and security issue of the 21st century will be the emergence of China as a world power and how the United States and China relate to each other. If these two great powers can get along, many other problems are solvable. If not nuclear war and societal chaos are not impossible. If we fail to act as boldly as we can -

breaking a few educational, geo-political and funding mindsets - future generations will stand in wonder at our failure. History sets hard standards and will not be kind to us or to our children if we fail. We in Oregon have a historic opportunity to act on the stage of world history. Few get such an opportunity. With vision, resolution and cooperation, let us seize this opportunity and meet the challenges of the twenty-first century.



The Oregon Business Plan in 2006 did not seize their opportunity then, nor have succeeding Oregon legislative assemblies. Now it is your turn.

Thank you - Dave Poretr

