Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

82-6057

ROUTING AND RECORD SHEET

SUBJECT: (Optional)

STAT

FROM: Chief, Legislation Division
OGC

EXTENSION | **NO.**

STAT

DATE 22 January 1982

TO: (Officer designation, room number, and building)	DATE RECEIVED	DATE FORWARDED	OFFICER'S INITIALS	COMMENTS (Number each comment to show from whom to whom. Draw a line across column after each comment.)
1. DDCI				Attached is a printed copy of the hearing at which you appeared on 15 July 1981 to testify on H.R. 3231, a bill to provide grants for foreign language programs. Your testimony begins on page 91. Also attached is the report of the House Committee on Education and Labor on the Bill.
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

STAT

FORM 1-79 610 USE PREVIOUS EDITIONS

L272

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

97TH CONGRESS } HOUSE OF REPRESENTATIVES { REPORT
1st Session } { No. 97-316

GRANTS TO PROMOTE FOREIGN LANGUAGE PROGRAMS

NOVEMBER 10, 1981.—Committed to the Committee of the Whole House on the State of the Union and ordered to be printed

Mr. PERKINS, from the Committee on Education and Labor, submitted the following

REPORT

together with

INDIVIDUAL VIEWS

[To accompany H.R. 3231]

[Including cost estimate of the Congressional Budget Office]

The Committee on Education and Labor, to whom was referred the bill (H.R. 3231) to further the national security of the United States and the Nation's economy by providing grants for foreign language programs to improve foreign language study for elementary and secondary school students and to provide for per capita grants to reimburse institutions of higher education for part of the costs of providing foreign language instruction, having considered the same, report favorably thereon with an amendment and recommend that the bill as amended do pass.

The amendment strikes out all after the enacting clause of the bill and inserts a new text which appears in italic type in the reported bill.

SUMMARY

H.R. 3231 authorizes the Secretary of Education to establish two state-run model foreign langauge grant programs. In the first, states would compete for grants to help fund model programs in local school districts. In the second, states would compete for grants to help fund model programs in community and junior colleges. In both cases, the local model program would have to evaluate the foreign language proficiency of participating students and provide those evaluations to the state. Also in both model programs, states receiving grants would have to set aside one percent of the grant for foreign language teacher training.

89-006 O

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

The bill also authorizes the Secretary to make grants to colleges and universities that have more than five percent of their students enrolled in approved foreign language courses. If the institution's first and second year language course enrollments exceed five percent of the total enrollment of the institution, the award would be $30 for each student over the five percent level. For each student enrolled in courses beyond the second year, the school would be eligible to receive $40. And if the student is enrolled in a course that teaches a less commonly taught language (as determined by the Secretary), the award to the institution is increased by $40 per student.

Finally, H.R. 3231 authorizes the Secretary to award grants of $30 for each student enrolled at colleges and universities that require two years of foreign language for either entrance to the schools or for graduation from them.

The bill authorizes $10 million for the elementary and secondary model programs, $4 million for the community and junior college model programs, $13 million for foreign language course enrollment grants and $60 million for the grants to schools with entrance and graduation requirements.

NEED FOR THE LEGISLATION

In November 1979, the President's Commission on Foreign Language and International Studies said in its report:

> We are profoundly alarmed by what we have found; a serious deterioration in this country's language and research capacity, at a time when an increasingly hazardous international military, political and economic environment is making unprecedented demands on America's resources, intellectual capacity and public sensitivity.

The Commission went on to conclude that as a result of this deterioriation in foreign language capacity, "Nothing less is at stake than the nation's security."

On November 17, 1980, the House of Representatives went on record in support of improved foreign language study when it passed House Concurrent Resolution 301, which indicates it is the sense of the Congress that local school districts and institutions of higher education "should consider strengthening the study of foreign languages and cultures." The same resolution passed the Senate December 8, 1980.

The international situation remains at least as hazardous as when the Commission issued its report. And yet, as Admiral Bobby R. Inman, Deputy Director of the Central Intelligence Agency testified at the Postsecondary Education Subcommittee's July 1981 hearings on H.R. 3231, "The foreign language capability of our country is poor and is getting worse." Admiral Inman added that this failure presents "a major hazard to our national security."

The Admiral continued:

> In our operations area, we are now losing many of our most experienced people who have had 20 or so years of service using a second and third language. Replacement of these people has been made difficult by the fact that many uni-

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

> versities and colleges no longer have foreign language requirements as part of their mandatory curriculum . . . We need to be able to recruit and hire people who already possess capability in a foreign language and not lose the time required to train them in this skill after they are on board.

Major General Richard Larkin, Deputy Director of the Defense Intelligence Agency, told the Subcommittee:

> Recent trends show that intelligence opportunities based on language skills are increasing rapidly, while the availability of language-trained professionals has been gradually shrinking. This problem is directly related to the inability of our educational system to continue to provide the talent required for understanding foreign cultures and interpreting their behavior.

And Mr. Craig Wilson, speaking on behalf of the Secretary of Defense, delivered the following graphic evidence of the need for national action on foreign languages:

> Intelligence units to support the RDF (Rapid Deployment Force) will require an estimated additional 874 military linguist positions for six major Middle East and African languages and dialects. For these, as well as most all languages, there is not a trained, recruitable base within the American population.

Support for federal action to remedy this problem is not limited to the military and intelligence communities. The President of Standard Oil Company (Indiana), Richard Morrow, in response to a survey of leading U.S. corporations, wrote:

> The United States can no longer afford to remain a monolinguist nation, expecting the rest of the world's peoples to adjust to our ways. Thus the need for Americans to learn foreign languages is more urgent than ever.

And John McDougall, Executive Vice-President of Ford Motor Company, wrote:

> It is precisely this combination of foreign language ability and business expertise * * * that is now needed and will be required even more in the future by U.S. companies if they are to compete successfully in these (Asia, the Middle East, Eastern Europe) markets.
>
> Incentives for foreign language study, seem likely to increase the pool of available talent in this country, to the benefit of both U.S.-based corporations and the U.S. Government. H.R. 3231, by offering such incentives, must be counted as a major step toward this goal.

The Chairman of Ogilvy & Mather, International, John Elliott, Jr., said:

> The ineptitude of Americans (including me) in foreign languages is an embarrassment for our country. It contributes to our image of arrogance.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Vice President for Corporate Affairs with Philip Morris, International, Andrew Whist, commented:

> The lack of language training of Americans is a broad social issue, but one whose impact is dramatic in the international business sector.

And the Vice Chairman of Doyle Dane Bernbach, Inc., Robert H. Levenson, wrote:

> I agree completely that Americans doing business abroad are significantly disadvantaged by poor and insufficient training in foreign languages. There is always a suitable, but distinct, loss of the "upper hand" when one cannot make oneself understood.

At one of the Subcommittee's field hearings on H.R. 3231, Mr. Manuel A. Menica, international representative with the Florida Department of Commerce, presented testimony which indicated that U.S. foreign language inadequacies have:

> Created a self-enacted trade barrier more effective than any protective tariff ever established. While our competitors continue to succeed in penetrating even our most traditional markets due to their ability to adapt their product conditions to the cultural patterns of the target country, Americans continue to transact business, as well as diplomacy, through interpreters. Consequently, it is no surprise that we are constantly outmaneuvered by our competitors in business deals where delicate, on-the-spot negotiations are necessary.

While the problem is well-documented, finding a solution is not among the top priorities of most schools in this country. For this is a national problem and is thus a federal responsibility.

The Joint National Committee for Languages testified that only 15 percent of all U.S. high school students are enrolled in foreign language courses today. And just eight percent of U.S. colleges require a foreign language for admission.

Total college enrollment has increased from 6.9 million in 1968 to 9.9 million in 1977. However, enrollment in modern foreign languages has dropped over that same period from 1.1 million to just 883,000.

Without some outside incentives, such as those offered in H.R. 3231, the decline is likely to continue.

At the end of his statement to the Subcommittee, the CIA's Admiral Inman concluded:

> Decisive action should be taken on the federal level to ensure improvement in foreign language training in the U.S. so that we can cope with the problems we will face in future years as the pace of our involvement with the rest of the world becomes ever more important to our own survival and well being.

LEGISLATIVE HISTORY

H.R. 3231, a bill to further the national security of the United States and the nation's economy by providing grants for foreign language programs to improve foreign language study for elementary and sec-

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

ondary school students and to provide for per capita grants to reimburse institutions of higher education for part of the costs of providing foreign language instruction, was introduced by Representatives Simon, Coleman, Perkins, Ford of Michigan, Weiss, Peyser, Erdahl, DeNardis, Panetta and Oberstar in the House of Representatives on April 10, 1981, and referred to the Subcommittee on Postsecondary Education and the Subcommittee on Elementary, Secondary and Vocational Education of the Committee on Education and Labor.

Hearings were held by the Subcommittee on Postsecondary Education on H.R. 3231 on July 14, July 15, and September 25, 1981.

On October 7, 1981, the Subcommittee on Postsecondary Education met in open legislative session and reported H.R. 3231 with an amendment to the Committee on Education and Labor by a voice vote.

On October 20, 1981, H.R. 3231 was ordered reported by the Committee on Education and Labor by a vote of 21–9.

MAJOR PROVISIONS

H.R. 3231 would establish state model foreign language program grants and grants to institutions of higher education as follows:

MODEL PROGRAM GRANTS TO STATES

States would be able to apply to the Secretary of Education for money to help fund innovative model foreign language programs designed and operated by local school districts and by community and junior colleges. Pending approval of state applications, each state would be eligible to receive (1) under the elementary and secondary model program, $50,000 plus 4 cents times the state's population and (2) under the community and junior college model program, $30,000 plus one cent times the state's population.

PER CAPITA COURSE ENROLLMENT GRANTS

Higher education institutions with foreign language course enrollments that represent at least five percent of the total enrollment at the institution would be eligible to receive grants to help pay the costs associated with foreign language instruction.

If total first and second year foreign language course enrollments exceed five percent of the institution's total enrollment, then the school would be eligible to receive $30 for each first or second year language student that represents an excess over the 5 percent figure.

For students enrolled in language courses beyond the second year the school could receive $40.

And if the language students are enrolled in courses teaching languages that the Secretary of Education determines to be less commonly taught (eg.: Arabic, Chinese, Russian, Japanese, etc.), the school would be eligible to receive an additional $40 for each of those students.

PER CAPITA COURSE REQUIREMENT GRANTS

Each institution of higher education that requires either two years of secondary school foreign language courses for entrance to the institution or two years of postsecondary foreign language courses for

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

graduation from the institution would be eligible to receive $30 for each student enrolled at the institution.

COST OF THIS LEGISLATION

A. Estimate of the Congressional Budget Office

In compliance with clause 2(1)(3)(c) of rule XI of the Rules of the House of Representatives, the estimate and comparison prepared by the Director of the Congressional Budget Office pursuant to section 403 of the Congressional Budget Act of 1974, as timely submitted prior to the filing of this report, is set forth below:

U.S. CONGRESS,
CONGRESSIONAL BUDGET OFFICE,
Washington, D.C., October 26, 1981.

Hon. CARL D. PERKINS,
Chairman, Committee on Education and Labor, U.S. House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: Pursuant to Section 403 of the Congressional Budget Act of 1974, the Congressional Budget Office has prepared the attached cost estimate for H.R. 3231, the Foreign Language Program.

Should the Committee so desire, we would be pleased to provide further details on the attached cost estimate.

Sincerely,

ALICE M. RIVLIN,
Director.

CONGRESSIONAL BUDGET OFFICE COST ESTIMATE

1. Bill number: H.R. 3231.
2. Bill title: Foreign Language Programs.
3. Bill status: Ordered reported from the House Education and Labor Committee, October 20, 1981.
4. Bill purpose: The purpose of this bill is to establish a program to improve foreign language study for elementary and secondary school students. The program is authorized through 1985. This bill is subject to subsequent appropriations action.
5. Cost estimate:

	Millions
Authorization level:	
Fiscal year:	
1982	--
1983	$87
1984	87
1985	87
1986	--
Estimated total outlays:	
Fiscal year:	
1982	--
1983	8
1984	69
1985	87
1986	69

6. Basis for estimate: The authorization levels for H.R. 3231 are those stated specifically in the bill. The outlay spending rate reflects

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

that of other discretionary education grant programs of 9 percent the first year, 70 percent the second year and the remainder in the third year.

7. Estimate comparison: None.
8. Previous CBO estimate: None.
9. Estimate prepared by: Deborah Kalcevic.
10. Estimate approved by:

C. G. NUCKOLS,
(For James L. Blum, Assistant Director for Budget Analysis).

B. Estimate of the committee

In compliance with clause 7(a)(1) of rule XIII of the Rules of the House of Representatives, the committee adopts the estimate prepared by the Director of the Congressional Budget Office.

INFLATIONARY IMPACT STATEMENT

Pursuant to clause 2(l)(4), rule XI of the Rules of the House of Representatives, the Committee estimates that the enactment of H.R. 3231 will have little inflationary impact on prices and coss in the operation of the national economy. It is the judgment of the Committee that the inflationary impact of this legislation as a component of the total Federal budget is negligible.

OVERSIGHT STATEMENT

In compliance with clause 2(1)(3)(A) of Rule XI of the Rules of the House of Representatives, this report embodies the findings and recommendations of the Subcommittee on Postsecondary Education, established pursuant to clause 2(B)(1) of rule X of the House of Representatives and rule 18(a) of the Rules of the Committee on Education and Labor.

No summary of oversight findings and recommendations made by the Committee on Government Operations was available to the Committee with reference to the subject matter specifically addressed by H.R. 3231.

No specific oversight activities, other than hearings accompanying the Committee's consideration of H.R. 3231 were made by the Committee, within the definition of rule XI of the House.

SECTION-BY-SECTION ANALYSIS

Section 1 contains findings which indicate the need for expanded foreign language study in the United States.

Section 2(a) authorizes the Secretary of Education to make grants to states which apply to establish model foreign language programs in local school districts. States whose applications are approved by the Secretary would be eligible to receive $50,000 plus the sum of 4 cents times the state's population. Funding at that level would continue for two more years, pending approval by the Secretary.

Section 2(b) outlines the requirements that state applications must meet in order to receive approval by the Secretary. Those requirements are: (1) the model programs described must represent a variety of innovative approaches to foreign language study; (2) model pro-

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

grams in local districts must be open to all children aged 5 through 17 who live in the district; (3) the state must assure the Secretary that the model program will have enough money from state, local and federal sources to carry out the program as described in the state application; (4) model programs must evaluate the language proficiency of students in the programs and give copies of the evaluations to the state; and (5) the state must set aside one percent of the grant money received under this section for inservice training of foreign language teachers.

Section 2(c) authorizes the Secretary to ratably reduce the grants if the funds appropriated are not sufficient to fully implement the law.

Section 3(a) authorizes the Secretary of Education to make grants to states which apply to establish model foreign language programs in community and junior colleges. States whose applications are approved by the Secretary would be eligible to receive $30,000 plus the sum of one cent times the state's population.

Section 3(b) outlines the requirements that state applications must meet in order to receive approval by the Secretary. Those requirements are: (1) the model programs described must represent a variety of innovative approaches to foreign language study; (2) the state must assure the Secretary that the model programs will have enough money from state, local and federal sources to carry out the program as described in the state application; (3) model programs must evaluate the language proficiency of students in the programs and give copies of the evaluations to the state; and (4) the state must set aside one percent of the grant money received under this section for inservice training of foreign language teachers.

Section 3(c) authorizes the Secretary to ratably reduce the grants if the funds appropriated are not sufficient to fully implement the law.

Section 4(a) authorizes the Secretary of Education to make grants to colleges and universities to pay part of the costs of foreign language instruction at those institutions. In order to receive any funds, the school must apply to the Secretary and more than five percent of the school's enrollment must be enrolled in foreign language courses. The Secretary is also authorized to establish criteria for evaluating programs assisted by the grants and to require an annual report of the institutions. That report should evaluate the progress and proficiency of foreign language students in the assisted programs.

Section 4(b) outlines the amounts of the grants and the conditions under which they will be made. If the total number of first and second year language students at a school is greater than five percent of the entire school's enrollment, the school is eligible to receive $30 for each student above the five percent figure. For all students enrolled in courses beyond the second year, the institution is eligible to receive $40. And for all students enrolled in less commonly taught languages (as determined by the Secretary) the per capita grant is increased by $40.

Section 4(c) authorizes the Secretary to ratably reduce the grants if the funds appropriated are not sufficient to fully implement the law.

Section 5(a) authorizes the Secretary of Education to make $30 grants to colleges and universities for each student enrolled at the

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

schools if the schools (1) require 2 years of high school language for entrance or (2) require 2 years of college language courses (or demonstrated proficiency) for graduation.

Section 5(b) allows the Secretary to ratably reduce the grants if the funds appropriated are not sufficient to fully implement the law.

Section 6 states that funds may be distributed under this Act only as is provided for in the appropriation act.

Section 7 defines the terms used in this Act.

Section 8 sets the authorization levels at: $10 million for Section 2; $4 million for Section 3; $13 million for Section 4; and $60 million for Section 5.

COMPARISON WITH EXISTING LAW

In compliance with clause 3 of Rule XIII of the Rules of the House of Representatives, H.R. 3231 creates a new authority and makes no changes in existing law.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

INDIVIDUAL VIEWS OF THOMAS E. PETRI, ON H.R. 3231

If our nation is to continue playing a superpower role on the world stage, we badly need a corps of individuals who are experts in the languages and cultures of other peoples, especially subgroups, small tribes and obscure languages. Such individuals should be able to spend time in the countries they study in order to get to know the local people, become known by them, and even to become their trusted friend. These experts should also be available to conduct seminars, brief government officials and businessmen, and generally provide solid expertise to assist in the conduct of our foreign policy and private groups' relations with other peoples.

Of course we already have some experts of the kind I am describing, primarily in our universities, but we need many more of them and we need to use them better. One particularly sad example of our failures in this area was the occasion a few years back when our ambassador to Afghanistan was kidnapped and none in our embassy could speak the local language in order to communicate with the kidnappers. We didn't even have the national language covered, to say nothing of having experts who were comfortable among the various tribes in the provinces.

The Canadians have a Translation Board, which provides, besides translation services, an institutionalized body of knowledge of the kind I am trying to describe. I don't know exactly how the British do it, but they often seem to have individuals who are knowledgeable about obscure tribes and cultures, who visit them regularly, and who are on good terms with the local populace and leadership groups.

H.R. 3231 provides a tiny subsidy indiscriminately to hundreds of thousands of students for foreign language study. It may help in some very marginal way to meet the need I am describing, but I feel that some other completely different approach is necessary. I believe the first requirement is for a long term program that will attract capable people to foreign area studies and enable them to pursue these studies effectively. A second requirement is to facilitate the use of these experts by the government and others.

I don't necessarily believe that adding positions to the State Department or the CIA is the answer. Rather the best approach might be to support a lot of professorships at universities and provide funds for regular travel abroad, with the understanding that holders of these positions will be able to get away from the university regularly and will be available for a variety of activities through which their knowledge can be used. There would also have to be a coordinating body to allot these positions, distribute travel funds, keep track of similar resources that are available, and facilitate the use of these resources by the government and others.

In any case, it is extremely important that we do not let consideration of H.R. 3231 be the end of our concern for the promotion of foreign language and area competence in our nation.

○

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

NATIONAL SECURITY AND ECONOMIC GROWTH THROUGH FOREIGN LANGUAGE IMPROVEMENT

HEARINGS

BEFORE THE

SUBCOMMITTEE ON POSTSECONDARY EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR HOUSE OF REPRESENTATIVES

NINETY-SEVENTH CONGRESS

FIRST SESSION

ON

H.R. 3231

TO FURTHER THE NATIONAL SECURITY OF THE UNITED STATES AND THE NATION'S ECONOMY BY PROVIDING GRANTS FOR FOREIGN LANGUAGE PROGRAMS TO IMPROVE FOREIGN LANGUAGE STUDY FOR ELEMENTARY AND SECONDARY SCHOOL STUDENTS AND TO PROVIDE FOR PER CAPITA GRANTS TO REIMBURSE INSTITUTIONS OF HIGHER EDUCATION FOR PART OF THE COSTS OF PROVIDING FOREIGN LANGUAGE INSTRUCTION

HEARINGS HELD IN WASHINGTON, D.C., ON JULY 14, 15; NEW HAVEN, CONN., SEPTEMBER 25, 1981

Printed for the use of the Committee on Education and Labor

U.S. GOVERNMENT PRINTING OFFICE
84-188 O WASHINGTON: 1981

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

COMMITTEE ON EDUCATION AND LABOR

CARL D. PERKINS, Kentucky, *Chairman*

AUGUSTUS F. HAWKINS, California
WILLIAM D. FORD, Michigan
PHILLIP BURTON, California
JOSEPH M. GAYDOS, Pennsylvania
WILLIAM (BILL) CLAY, Missouri
MARIO BIAGGI, New York
IKE ANDREWS, North Carolina
PAUL SIMON, Illinois
GEORGE MILLER, California
AUSTIN J. MURPHY, Pennsylvania
TED WEISS, New York
BALTASAR CORRADA, Puerto Rico
DALE E. KILDEE, Michigan
PETER A. PEYSER, New York
PAT WILLIAMS, Montana
WILLIAM R. RATCHFORD, Connecticut
RAY KOGOVSEK, Colorado
HAROLD WASHINGTON, Illinois
DENNIS E. ECKART, Ohio
JOHN M. ASHBROOK, Ohio
JOHN N. ERLENBORN, Illinois
JAMES M. JEFFORDS, Vermont
WILLIAM F. GOODLING, Pennsylvania
E. THOMAS COLEMAN, Missouri
KEN KRAMER, Colorado
ARLEN ERDAHL, Minnesota
THOMAS E. PETRI, Wisconsin
MILLICENT FENWICK, New Jersey
MARGE ROUKEMA, New Jersey
EUGENE JOHNSTON, North Carolina
LAWRENCE J. DeNARDIS, Connecticut
LARRY E. CRAIG, Idaho
WENDELL BAILEY, Missouri

SUBCOMMITTEE ON POSTSECONDARY EDUCATION

PAUL SIMON, Illinois, *Chairman*

WILLIAM D. FORD, Michigan
PETER A. PEYSER, New York
JOSEPH M. GAYDOS, Pennsylvania
TED WEISS, New York
IKE ANDREWS, North Carolina
DENNIS E. ECKART, Ohio
CARL D. PERKINS, Kentucky (Ex Officio)
E. THOMAS COLEMAN, Missouri
JOHN N. ERLENBORN, Illinois
ARLEN ERDAHL, Minnesota (Ex Officio)
LAWRENCE J. DeNARDIS, Connecticut
WENDELL BAILEY, Missouri

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

CONTENTS

	Page
Hearings held in Washington, D.C., on:	
July 14, 1981	1
July 15, 1981	91
New Haven, Conn., September 25, 1981	171
Text of H.R. 3231	3
Statement of—	
Black, Robert, project director, education and the world view, Council on Learning, New Rochelle, N.Y.	76
Boeker, Ambassador Paul, director, Foreign Service Institute, Department of State	20
Derrick, William, early language immersion teacher, St. John's School, Plattsburgh, N.Y.	173
Edwards, David, executive director, Joint National Committee for Languages, Georgetown University	139
Eliason, O. LeGrande, president, Eliason International	62
Freitag, Bernie, vice president, National Education Association	156
Gray, Tracy C., director, division of language and public policy, Center for Applied Linguistics	74
Hayden, Rose L., executive director, National Council on Foreign Language and International Studies	37
Heginbotham, Erland C., Director General, Foreign Commercial Service, International Trade Administration, Department of Commerce	13
Inman, Adm. Bobby R., Deputy Director, Central Intelligence Agency	94
Kagan, Donald, professor of classics, Yale University, New Haven, Conn	193
Kennedy, Moorhead, Foreign Service Officer, Department of State	114
Lange, Dale, director of graduate studies, University of Minnesota; immediate past president, American Council on the Teaching of Foreign Languages	123
Larkin, Maj. Gen. Richard X., Deputy Director, Defense Intelligence Agency	97
Moskalew, Walter, assistant professor of classics, Vassar College	201
Neff, Charles B., president Associated Colleges of the Midwest	166
Rassias, John A., foreign language professor, Dartmouth College	204
Richardson, Elliot, former Ambassador at Large	20
Shields, Dorothy, director, department of education, American Federation of Labor and Congress of Industrial Organizations	161
Timpe, Eugene, chairman, department of foreign languages, Southern Illinois University	144
Vaisnys, Elona, vice president, Association for the Advancement of Baltic Studies	188
Williams, John C., chairman, Department of Classics, Trinity College, Hartford, Conn	200
Wilson, Craig L., Special Assistant to the Deputy Undersecretary of Defense for Communications, Command, Control, and Intelligence, Defense Department	102
Prepared statements, letters, supplemental material, etc.—	
Alatis, James E., president, Joint National Committee for Languages; dean, School of Languages & Linguistics, Georgetown University; and executive secretary, Teachers of English to Speakers of Other Languages, prepared statement presented by	126
American Federation of Teachers, AFL-CIO, prepared testimony of	169
Black, Robert, project director, Education and the World View, Council on Learning, New Rochelle, N.Y., prepared statement of	77
Boeker, Paul H., Director, Foreign Service Institute, Department of State, prepared statement of	26

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Prepared statements, letters, supplemental material, etc.—Continued Page

Derrick, William M., teacher and consultant on early language immersion, prepared statement of 174
Eliason, O. LeGrande, president, Eliason International, prepared statement of 68
Fredericks, J. Wayne, executive director, International Governmental Affairs, Ford Motor Co., New York, N.Y., letter to Chairman Simon, dated May 28, 1981 12
Freitag, Bernie, vice president, National Education Association, prepared statement of 149
Hayden, Dr. Rose Lee, executive director, National Council on Foreign Language and International Studies:
"The Future Is Now: Serving National Needs Through International Studies," remarks presented at the May 1981 northeast conference 42
"Xenophobia," article entitled 59
Inman, Admiral Bobby R., Deputy Director, Central Intelligence Agency, prepared statement of 91
Kagan, Donald, Richard M. Colgate Professor of History and Classics, Yale University, New Haven, Conn., prepared statement of 196
Lange, Dale L., immediate past president, 1981, American Council on the Teaching of Foreign Languages, prepared testimony of 120
Larkin, Maj. Gen. Richard X., Deputy Director, Defense Intelligence Agency, prepared statement of 96
McGrath, Earl J., former U.S. Commissioner of Education and presently chairman, Board of Advisers, Western International University, Phoenix, Ariz., prepared testimony of 35
Neff, Charles B., president, Associated Colleges of the Midwest and on behalf of the Great Lakes Colleges Association, prepared testimony of 164
O'Brien, Edward, government and industry relations administrator, letter to Erland Heginbotham, dated July 10, 1981 19
Payton, Robert L., president, Exxon Education Foundation, New York, N.Y., letter to Chairman Simon, dated July 2, 1981 13
Richardson, Elliot L., former Ambassador at Large, prepared testimony of 22
Shields, Dorothy, director, Department of Education, American Federation of Labor and Congress of Industrial Organizations, prepared statement of 159
Simon, Hon. Paul, a Representative in Congress from the State of Illinois:
Opening statement of (Sept 25, 1981) 171
Opening statement of (July 14, 1981) 12
Timpe, Eugene F., chairman, department of foreign languages and literatures, Southern Illinois University, Carbondale, Ill., prepared statement of 142
Vaisnys, Elona, Mount Carmel, Conn., "Connecticut Commissioner of Economic Development, quoted in the New Haven Register, March 27, 1980," information submitted by 189
Wilson, Craig L., Special Assistant for Intelligence and C^3 Human Resources, on behalf of the Secretary of Defense, prepared statement of 100

APPENDIX

Adler, James R., president and managing director, Compton International, New York, N.Y., letter to Chairman Simon, dated October 9, 1981 225
Burton, Richard M., associate professor of business administration, Duke University; visiting professor, Université, d'Aix-Marseille, France, 1975, 1976–77; and visiting professor, Odense University, Denmark, Summer 1978, prepared statement of 218
Elliott, John, Jr., chairman, Ogilvy & Mather International, New York, N.Y., letter to Chairman Simon, dated September 8, 1981 223
Folks, William R., Jr., program director of international business, University of South Carolina, prepared statement of 217
Governor's Commission on Foreign Language and International Studies, prepared statement of 209
Greene, Dr. William, director, International/Intercultural Education, Broward Community College, Fort Lauderdale, Fla., prepared statement of 213
Hirsch, Dr. Bette G., Palo Alto, Calif., letter to Chairman Simon, dated September 25, 1981 221

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

	Page
Levenson, Robert H., vice chairman, Doyle Dane Bernbach, Inc. Advertising, New York, N.Y., letter to Chairman Simon, dated September 22, 1981	224
Macchiarola, Frank J., chancellor, board of education, city of New York, Brooklyn, N.Y., letter to Chairman Simon, dated October 5, 1981	220
MacDonald, J. H., corporate vice president—personnel, McDonnell Douglas Corp., St. Louis, Mo., letter to Chairman Simon, dated October 5, 1981	225
McDougall, John, executive vice president, Ford International Automotive Operations, Ford Motor Co., Dearborn, Mich., letter to Chairman Simon, dated October 7, 1981	222
Mencia, Manuel A., international representative, Office for Latin American Trade, Florida Department of Commerce, prepared statement of	215
Morrow, Richard M., president, Standard Oil Co. (Indiana), Chicago, Ill., letter to Chairman Simon, dated September 21, 1981	222
Phillips, Dr. Craig, North Carolina State superintendent, prepared statement of	218
Schindler, Marvin S., president, Association of Departments of Foreign Languages; chairman, Department of Romance and Germanic Languages and Literatures, Wayne State University; and director, Junior Year in Germany Program, prepared statement of	210
Stewart, Philip, chairman, department of romance languages, Duke University, and vice president, American Association of Teachers of French, prepared statement of	219
Stroock, Mark, senior vice president, director of corporate relations, Young & Rubicam, Inc., New York, N.Y., letter to Chairman Simon, dated September 22, 1981	223
Whist, Andrew, vice president, corporate affairs, Philip Morris International, New York, N.Y., letter to Chairman Simon, dated September 10, 1981	224

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

NATIONAL SECURITY AND ECONOMIC GROWTH THROUGH FOREIGN LANGUAGE IMPROVEMENT

TUESDAY, JULY 14, 1981

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON POSTSECONDARY EDUCATION,
COMMITTEE ON EDUCATION AND LABOR,
Washington, D.C.

The subcommittee met, pursuant to notice, at 9 a.m., in room 304, Cannon House Office Building, Hon. Paul Simon (chairman of the subcommittee) presiding.

Members present: Representatives Simon, Coleman, and Bailey.

Staff present: William A. Blakey, counsel; Nicholas J. Penning, staff assistant; and Betsy Brand, minority legislative associate.

Mr. SIMON. The subcommittee hearing will come to order.

Today and tomorrow we will be discussing a little known but very real threat to our national security and our economic health. This shortage hasn't received as much publicity as the oil shortage but, like the oil shortage, it hurts our economy and affects our ability to function in today's world.

The shortage I am talking about is our national deficiency in foreign language skills. Fewer than 4 percent of our public high school graduates have more than 2 years of foreign language study, and I might add this has declined. We are the only country where someone can graduate from college, even get a Ph. D., without having a single year of instruction in a foreign language.

As a result of this language shortage, we are losing potential markets and potential diplomatic friends at a time when we need them most. We compete with the Soviet Union for influence with developing nations; and we compete with Japan, Germany and the major exporting nations for markets all over the globe. But because of our language deficiencies we are going to bat against these countries with one hand tied behind our back.

During the subcommittee's recent trip to the Soviet Union and West Germany, the delegation relied almost exclusively on the translation and interpretations of the Soviets to conduct high level policy discussions. On one occasion, a high Soviet official, who speaks and understands English very well, corrected the Russian translator as he attempted to translate his statement into English. It is very likely that this occurred when the same translator interpreted our remarks into Russian.

When the American Embassy in Tehran was taken, only six of our 52 hostages could speak Farsi. When our Ambassador to Afghanistan was kidnapped and slain, we could not negotiate with the kidnappers because none of our Embassy personnel could speak the local languages.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

The State Department has 1,222 positions that have been identified as requiring foreign language ability, but as of this January only 67 percent of those positions were adequately filled. The Department of Defense has more than 488,000 active duty military personnel stationed overseas, but only 314 persons, less than one-tenth of 1 percent, were classified by the military as linguists last year.

Our inability to communicate with the rest of the world has also hurt us economically. While the Germans and Japanese are feverishly learning new languages and aggressively developing new markets, our businesses continue to take a let-them-learn-English attitude toward potential customers. Our trade deficit last year was $20.3 billion.

How much of that was caused by our refusal to learn other languages?

Then in my prepared statement I have some more specifics where we have had embarrassment businesswise.

But American corporations don't deserve all the blame for those blunders. Our schools are not turning out graduates proficient in the languages of developing nations, and the Federal Government is not doing enough to encourage schools to offer comprehensive language programs.

The bill that is the focus of these hearings, H.R. 3231, would help elementary and secondary school districts to establish model foreign language programs and would provide foreign language grants to colleges and universities.

Today and tomorrow we will be hearing from representatives of the Defense Department and the Central Intelligence Agency, business persons and educators. It is my hope that their testimony will awaken Americans to the fact that, as one writer put it, "What we don't know can hurt us."

[The text of H.R. 3231 and opening statement of Congressman Paul Simon follow:]

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

97TH CONGRESS
1ST SESSION

H. R. 3231

To further the national security of the United States and the Nation's economy by providing grants for foreign language programs to improve foreign language study for elementary and secondary school students and to provide for per capita grants to reimburse institutions of higher education for part of the costs of providing foreign language instruction.

IN THE HOUSE OF REPRESENTATIVES

APRIL 10, 1981

Mr. SIMON (for himself, Mr. COLEMAN, Mr. PERKINS, Mr. FORD of Michigan, Mr. WEISS, Mr. PEYSER, Mr. ERDAHL, Mr. DENARDIS, Mr. PANETTA, and Mr. OBERSTAR) introduced the following bill; which was referred to the Committee on Education and Labor

---

A BILL

To further the national security of the United States and the Nation's economy by providing grants for foreign language programs to improve foreign language study for elementary and secondary school students and to provide for per capita grants to reimburse institutions of higher education for part of the costs of providing foreign language instruction.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

That the Congress finds that —

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

(1) the economic and security interests of this Nation require significant improvement in the foreign language instruction offered in the Nation's educational institutions, and Federal funds should be made available to assist this purpose;

(2) many endeavors in both the public and private sectors involving such matters as international relations or multinational business transactions require the skills of individuals with knowledge of foreign languages; and

(3) the educational institutions of the Nation should provide students with an understanding of the history and culture which influence the perspectives, values, and attitudes of the people of other countries, and foreign language instruction is one means of achieving this goal.

SEC. 2. (a) The Secretary shall make grants to State educational agencies whose applications are approved under subsection (b) in order that such agencies may fund model programs, designed and operated by local educational agencies, providing for improvement and expansion of foreign language study for students residing within their school districts. Any State whose application is approved shall receive an amount equal to the sum of (1) $50,000, plus (2) the product of $0.02 multiplied by the population of the State (as deter-

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

mined in accordance with the most recent decennial census). The amount described in the preceding sentence shall be made available to the State for two additional years after the first fiscal year during which the State received a grant under this section if the Secretary determines that the funds made available to the State during the first year of funding were used in the manner required under the State's approved application.

(b) Any State educational agency desiring to receive a grant under this section shall submit an application therefor to the Secretary at such time, in such form, and containing such information and assurances as the Secretary may require. No application may be approved by the Secretary unless the application—

(1) contains a description of model programs designed by local educational agencies, and representing a variety of alternative approaches to foreign language instruction, which were selected by the State educational agency for funding under this section;

(2) provides assurances that all children aged five through seventeen who reside within the school district of the local educational agency shall be eligible to participate in any model program funded under this section (without regard to whether such children attend schools operated by such agency); and

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

(3) provides assurances that, if the application of the State educational agency is approved, each model program described in the application shall have available to it sufficient funds from State and local sources, in addition to any funds under this section, to ensure that the program is carried out as described in the application.

SEC. 3. (a)(1) The Secretary shall make grants to institutions of higher education to reimburse such institutions for part of the costs of providing foreign language instruction to students. Any institution of higher education desiring to receive a grant under this section shall submit an application to the Secretary at such time, in such form, and containing such information and assurances as the Secretary may require.

(2) An institution of higher education shall not be eligible for a grant under this section for a fiscal year unless the sum of the number of students enrolled at such institution in qualified postsecondary language courses on October 1 of that fiscal year exceeds 5 per centum of the total number of students enrolled at such institution. For purposes of this paragraph, the total number of students enrolled in an institution shall be considered to be equal to the sum of (A) the number of full-time students enrolled at the institution, and (B) the number of part-time students who are enrolled at the institution for an academic workload which is at least half the

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

(3) provides assurances that, if the application of the State educational agency is approved, each model program described in the application shall have available to it sufficient funds from State and local sources, in addition to any funds under this section, to ensure that the program is carried out as described in the application.

SEC. 3. (a)(1) The Secretary shall make grants to institutions of higher education to reimburse such institutions for part of the costs of providing foreign language instruction to students. Any institution of higher education desiring to receive a grant under this section shall submit an application to the Secretary at such time, in such form, and containing such information and assurances as the Secretary may require.

(2) An institution of higher education shall not be eligible for a grant under this section for a fiscal year unless the sum of the number of students enrolled at such institution in qualified postsecondary language courses on October 1 of that fiscal year exceeds 5 per centum of the total number of students enrolled at such institution. For purposes of this paragraph, the total number of students enrolled in an institution shall be considered to be equal to the sum of (A) the number of full-time students enrolled at the institution, and (B) the number of part-time students who are enrolled at the institution for an academic workload which is at least half the

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

full-time academic workload, as determined by the institution in accordance with standards prescribed by the Secretary.

(3) As a condition for the award of any grant under this section, the Secretary may establish standards for instructional programs assisted with funds under this section and require reports evaluating such programs, including reports which evaluate the progress of students in such programs.

(b)(1) Subject to paragraphs (2) and (3), any institution of higher education which submits an application under this section for a grant for any fiscal year, and which has sufficient enrollment in postsecondary language courses as required under subsection (a)(2), shall be eligible to receive an amount equal to the sum of the following:

(A) To provide assistance for the costs of postsecondary foreign language instruction at the level of the first or second year of postsecondary study of a language, an amount equal to—

(i) $30, multiplied by

(ii) the number of students enrolled in a qualified postsecondary foreign language course at such level on October 1 of such fiscal year.

(B) To provide assistance for the costs of foreign language instruction above the level of the second year of postsecondary study of a language, an amount equal to—

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

(i) $40, multiplied by

(ii) the number of students enrolled in a qualified postsecondary foreign language course at such level on October 1 of such fiscal year.

(2) In the case of any foreign language instruction offered in languages determined by the Secretary to be less commonly taught, the per capita amounts under paragraphs (1)(A)(i) and (1)(B)(i) shall each be increased by $20.

(3) In determining under paragraph (1) the number of students enrolled in qualified postsecondary foreign language courses at any institution of higher education, there shall be excluded in the aggregate under paragraph (1)(A)(ii) the number of students equal to 5 per centum of the total number of students enrolled at such institution.

(c) If sums appropriated to carry out this section are not sufficient to permit the Secretary to pay in full the grants which an institution of higher education may receive under subsection (b), the amount of such grants shall be ratably reduced.

SEC. 4. (a)(1) The Secretary shall make grants to each institution of higher education which requires at least two years of postsecondary credits in foreign language (or a foreign language competency equivalent thereof) for each graduating student. Each institution of higher education which

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

qualifies for a grant under this subsection for any fiscal year shall be eligible to receive an amount equal to—

(A) $30, multiplied by

(B) the number of students enrolled in the institution, as determined under paragraph (2), on October 1 of such fiscal year.

(2) For purposes of paragraph (1)(B), the number of students enrolled in an institution of higher education shall be considered to be equal to the sum of (A) the number of full-time students enrolled at the institution, and (B) the full-time equivalent of the number of part-time students enrolled at the institution, as determined in accordance with standards prescribed by the Secretary.

(b) If sums appropriated to carry out this section are not sufficient to permit the Secretary to pay in full the grants which an institution of higher education may receive under subsection (a), the amount of such grants shall be ratably reduced.

SEC. 5. No grants shall be made or contracts entered into under this Act except to such extent, or in such amounts, as may be provided in appropriation Acts.

SEC. 6. For purposes of this Act:

(1) The term "foreign language instruction" shall not include instruction offered as part of a bilingual

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

education program designed to assist students having limited English proficiency.

(2) The term "institution of higher education" means any institution of higher education, as defined under section 1201(a) of the Higher Education Act of 1965, which is located within a State.

(3) The terms "local educational agency" and "State educational agency" have the same meaning given such terms under section 198 of the Elementary and Secondary Education Act of 1965.

(4) The term "Secretary" means the Secretary of Education.

(5) The term "State" means any of the several States, the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands.

(6) The term "qualified postsecondary foreign language course" means a course of foreign language instruction which (A) is scheduled to meet at least five days each week for at least fifty minutes each day, or (B) provides instruction each week for a period of time equivalent to the period described under clause (A).

SEC. 7. There are authorized to be appropriated for each of the fiscal years 1983, 1984, and 1985—

(1) $7,000,000 to carry out section 2 of this Act;

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

(2) $13,000,000 to carry out section 3 of this Act; and

(3) $60,000,000 to carry out section 4 of this Act.

O

84-188 O—81——2

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

OPENING STATEMENT OF HON. PAUL SIMON, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF ILLINOIS

Today and tomorrow we will be discussing a little-known but very real threat to our national security and our economic health. This shortage hasn't received as much publicity as the oil shortage, but like the oil shortage it hurts our economy and affects our ability to function in today's world.

The shortage I am talking about is our national deficiency in foreign language skills. Fewer than 4 per cent of our public high school graduates have more than two years of foreign language study. We are the only country where someone can graduate from college—even get a Ph. D.—without having a single year of instruction in a foreign language.

As a result of this language shortage, we are losing potential markets and potential diplomatic friends at a time when we need them most. We compete with the Soviet Union for influence with developing nations; and we compete with Japan, Germany and the major exporting nations for markets all over the globe. But because of our language deficiencies we are going to bat against these countries with one hand tied behind our back.

During the Subcommittee's recent trip to the Soviet Union and West Germany, the delegation relied almost exclusively on the translation and interpretations of the Soviets to conduct high level policy discussions. On one occasion, a high Soviet official (who speaks and understands English very well) corrected the Russian translator as he attempted to translate his statement into English. It is very likely that this occurred when the same translator interpreted our remarks into Russian.

When the American Embassy in Tehran was taken, only six of our 52 hostages could speak Farsi. When our Ambassador to Afghanistan was kidnapped and slain, we could not negotiate with the kidnappers because none of our embassy personnel could speak the local languages.

The State Department has 1,222 positions that have been identified as requiring foreign language abililty, but as of this January only 67 percent of those positions were adequately filled. The Department of Defense has more than 488,000 active duty military personnel stationed overseas, but only 314 persons—less than one-tenth of one percent—were classified by the military as linguists last year.

Our inability to communicate with the rest of the world has also hurt us economically. While the Germans and Japanese are feverishly learning new languages and aggressively developing new markets, our businesses continue to take a "let them learn English" attitude toward potential customers. Our trade deficit last year was $20.3 billion. How much of that was caused by our refusal to learn other languages?

There are numerous examples of the linguistic blunders made by American corporations when they attempted to sell overseas. "Come Alive with Pepsi" was translated into German as, "Come Alive Out of the Grave." General Motors tried to sell its Chevy II Nova in Puerto Rico and South America and didn't realize that "no va" means "it doesn't go" in Spanish.

But American corporations don't deserve all the blame for those blunders. Our schools are not turning out graduates proficient in the languages of developing nations, and the federal government is not doing enough to encourage schools to offer comprehensive language programs.

The bill that is the focus of these hearings, H.R. 3231, would help elementary and secondary school districts to establish model foreign language programs and would provide foreign language grants to colleges and universities.

Today and tomorrow we will be hearing from representatives of the Defense Department and the Central Intelligence Agency, business persons and educators. It is my hope that their testimony will awaken Americans to the fact that, as one writer put it, "What we don't know CAN hurt us."

Mr. SIMON. I want to also enter into the record statements from two people who are not able to be here as witnesses, Wayne Fredericks, from the Ford Motor Co., and Bob Payton, from Exxon Education Foundation.

[The letters referred to above follow:]

FORD MOTOR CO.,
New York, N.Y., May 28, 1981.

Congressman PAUL SIMON,
Chairman, Subcommittee on Postsecondary Education,
Washington, D.C.

DEAR PAUL: Many thanks for your invitation to testify before your committee on foreign language instruction in this country.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

As you know from our service together on the President's commission, I feel strongly about the inadequacies of foreign language competence among Americans.

After studying H.R. 3231 during the Memorial Day weekend, I do want you to know that I personally support the objectives and program of the bill. Unfortunately, I will not be able to testify because of my travels. I depart this week for for Nigeria and Europe and will not be back in this country for several weeks.

It was good to hear from you.

With best wishes,

Sincerely,

J. WAYNE FREDERICKS,
Executive Director.
International Governmental Affairs.

EXXON EDUCATION FOUNDATION,
New York, N.Y., July 2, 1981.

Mr. PAUL SIMON,
Chairman, Committee on Education and Labor,
Washington, D.C.

DEAR PAUL: As it turns out, my prior commitment in New York will preclude my participation in the hearings on the important issue of foreign language education.

From the vantage point of the private sector, there appears to be two outstanding problems that inhibit progress: the first is the widespread skepticism in the business community about the utility of foreign language education, compared to other educational needs; the second is the fact that no philanthropic foundations or corporate contributions programs have made foreign language education a major area of attention. I'm pleased that Exxon Education Foundation has been able to increase its support of international education, and to provide some important help in foreign language study to John Rassias and Richard Lambert. But there needs to be a much broader variety of support from the private sector if the consciousness of the public sector is to be raised.

Your own special contributions to the field are widely recognized and deeply appreciated by educators and others concerned about American competence in world affairs. Keep up the good work.

Sincerely,

ROBERT L. PAYTON,
President.

Mr. SIMON. Mr. Bailey, do you want to add anything before we hear from the witnesses?

Mr. BAILEY. I think we should proceed with the witnesses.

Mr. SIMON. First let me call Mr. Erland C. Heginbotham, the Director General of the Foreign Commercial Service, International Trade Administration, Department of Commerce.

I might add that the commercial attaches were switched recently from the Department of State, the responsibility for them, to the Department of Commerce, so we are interested in what you have to say, Mr. Heginbotham.

STATEMENT OF ERLAND C. HEGINBOTHAM, DIRECTOR GENERAL, FOREIGN COMMERCIAL SERVICE, INTERNATIONAL TRADE ADMINISTRATION, DEPARTMENT OF COMMERCE

Mr. HEGINBOTHAM. Thank you very much.

I would like to speak from a perspective of 25 years of personal experience working in the foreign service in support of American business activities and from 15 months of perspective as the head of the U.S. Foreign Commercial Service.

Certainly my own personal experience and our experience with the Commercial Service confirms generally the findings of the Rand study concerning the problems of demand for language skills from American business and from American Government.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

I think a contrast in country practices, to add to your list of illustrations, is noteworthy.

By contrast with what the Rand study accurately points out as a general indifference to hiring language skills for U.S. business in Japan, a Japanese company recently brought in its new American manager, provided the official with 6 months of overlap with his predecessor in the United States, and had previously given him a year of graduate MBA studies, as well as prior training in the language.

The Japanese Diplomatic Corps provides in-depth college level study at a local university in the country to which those officers will subsequently be assigned, so that the contrast anecdotally between American and Japanese companies in terms of their managers ability to deal with the countries in which they are located is very unfavorable to the United States.

The American company recourse is to hire foreign nationals because it is cheaper and as we have seen in our own regular Foreign Service, managers give less weight to language than to other types of skills and experience.

For example, I have acquired from a Japanese linguist, with extensive Ph. D. studies in Japanese and some business experience, a list of recent graduates of 2 or 3 years ago and the difficulties they have had acquiring employment with American firms.

The pattern is that those individuals with superb credentials from the best institutions in the United States who have searched for upwards of a year or more for employment with American companies without success, and have taken jobs with Japanese firms or foreign firms competing with American firms abroad.

The consequence is that both in our own Government foreign services and in business the decisionmakers lack a real understanding of what makes foreign markets different from the United States and from each other. The loses to the United States in balance of payment terms must indeed be very great.

U.S. Government language priorities are similarly low. In my own case in the Foreign Service, not once in 25 years has the U.S. Government suggested that I take language training in preparation for a foreign assignment. I did acquire 2 weeks of language training prior to going abroad on assignment after threatening virtual mayhem to get that kind of training. Yet the Peace Corps provides language training for a 1 year tour abroad. The U.S. military of course has the best program.

The Foreign Commercial Service would indeed like a higher proportion of language skills in its service than is generally available in the Foreign Service as a whole.

The need for us to know and understand in-depth the language and culture and customs and business practices makes language a prime requisite. Yet, given the lack of resources we have, it is extremely difficult to make that priority effective.

I would like to point for just a moment to the costs of our inability to develop a sufficient demand for language skills.

The costs in business terms and, therefore, in strategic economic terms are particularly high in the most exotic languages, such as Japanese, Arabic, Chinese, and the Eastern European languages,

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

where the number of nationals versed in English is particularly low.

A second area that is of particular concern to me is the area of technology frontiers. It is my belief that the United States is within 5 years of determining whether or not it will remain a major industrial nation in the modern technologies.

The degree to which other nationalities are increasing, taking the lead in those higher technology areas, is becoming dramatic. Our ability as a Nation to keep in touch with those technological leads through our own nationals becomes particularly critical.

We are now reaching the stage where the Japanese in particular are developing technological leads. Without language and area capabilities to track those developments we face a severe disadvantage. In some ways that is compounded by the fact that the Japanese society and culture is a closed and very difficult society to penetrate in terms of business practices. Yet ironically they publish even more prolifically than in the United States, so if we had the language skills and the motivation, tracking those developments would be relatively easy.

Another area where we see dramatically on a daily basis the hazards of dependence on foreign nationals for language skills involves competing for government procurement abroad. With the completion of the MTN agreement, now there is opportunity for American firms to compete for more foreign government business. Yet our inability to respond in the language in which bids are invited and must be submitted is an important disincentive to our ability to respond effectively and compete effectively.

I would like to point out some areas for remedying some of those problems of inadequate demand for language skills.

In fact, government efforts to force-feed language development could even aggravate the national disadvantage in languages, unless attention is given first to remedying the obstacles to demand.

I have seldom met a more disillusioned group of individuals than skilled linguists with business background. The fact that they have sought in vain for positions with American firms has led them to feel that their education was misplaced, that they can only wind up serving foreign nations, so unless we address this demand and increase instead only the supply we are going to add to the disillusion and, to the pool of linguists of whom foreign nationals can take advantage of in improving their competitive position in the United States.

It is my estimate on a brief survey in Japanese language skills, for example, that only one out of six has been able to find employment with a U.S. employer.

Some of the structural factors in the weak private sector demand are not adequately addressed by the Rand study. We cannot compensate for the dollar devaluation when it had an impact, lower productivity in the short term, and we can't compensate for the low proportion of trade in the national economic activity.

In Europe, of course, exporting accounts for some 30–40 percent of the total national economic activity and as a result the market incentives and priorities for language are very high.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

By contrast the United States has given itself certain unique disadvantages. For example, it has prevented the development of one of the major institutions with a large-scale demand for language and country studies. This is the institution of export trading companies. Our customs or practices have prevented those from developing, so that only 2 percent or less of U.S. manufacturers are exported by those companies; it ranges from 30–45 percent for other industrial countries.

The result is that until we have passed the necessary legislation to permit the development of those companies, one of the major market motivations is for the use and development of language skills will not exist, because those companies thrive on in-depth knowledge and understanding of foreign languages and cultures.

We are also unique in that we alone with Switzerland tax the earnings of our citizens on income earned abroad, making the cost of our nationals employed abroad uniquely great compared with hiring of the foreign nationals.

The Rand study estimates 3 per 1,000 employees is the approximate ratio of American to foreign nationals serving in U.S. companies abroad. I would submit that that ratio would be substantially higher if it had not been for the effects of the toughening of taxation several years ago.

The cost to the U.S. balance of payments of resultant repatriation of accumulated years of U.S. nationals experienced in foreign languages and cultures was tremendous and the demoralizing effect on the demand for languages must indeed have been substantial.

Finally, we have a unique additional factor which mitigates against investment in language skills by the major sources of demand, and that is the high dependence the country has on equity capital. This forces an acute overbalance of attention on short-term profit and loss, and when you are concerned with short-term profits, you don't invest 1, 2, 3 years in language training for your employees.

Among our foreign competitors the emphasis is much more on building market shares, building long-term capabilities to penetrate the market. That difference in emphasis deriving from the financial structure, I believe, is a major factor in our lack of interest in acquiring language skills for U.S. nationals in business activities abroad.

So my own view would be that probably the most cost-effective way of increasing language skills in the United States would be to attack first some factors which inhibit the market demand and market rewards for such skills. If there were more language emphasis in business, there would also be more emphasis on government as well in acquiring the language skills to support American business.

I hope that the committee will give attention and support to: First, legislation fostering formation of trading companies; second, liberalization of taxes on overseas income which create artificial discentives to hiring Americans with language skills, and third, encouragement of greater use of language skills in such other business areas as tourism where government service is also involved in assisting business.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

The Foreign Commercial Service as a source of demand is an infinitesimal factor in the marketplace, but we reflect in major respects ways in which language disabilities of the American economy are an important factor in our difficulties in competing abroad.

The subcommittee's attentions are in an exceptionally important cause, and I would encourage the members to give early and high priority to attacking problems of the weak demand as the most cost-effective approach to this problem.

Thank you.

Mr. SIMON. Thank you very much.

Simply to bear out one of your assertions, I jotted down an illustration told to me here a few weeks ago.

Firestone made a major error because Michelin printed in a French technical journal why a certain process had fundamental flaws in producing radial tires. Unfortunately, no one in Firestone read the French technical journal, and we lost millions of dollars in the process.

You frequently used Japan as an illustration. It is interesting, because often people say, well, we don't learn another language because we are isolated. We are not as isolated in reality as Japan is.

Let me touch on a few other things in your testimony. What I was interested in is where you say you were in the Foreign Service for 25 years and at no point were you encouraged to take any full-time language study.

Did I hear correctly?

Mr. HEGINBOTHAM. Unfortunately, sir, that reflects the fact that both Mr. Boeker and I were in the economic area where there was a general shortage of officers. As a result, I think we probably both found in our careers that there was much more emphasis in our getting out to posts to fill an immediate vacancy than there was on doing language studies.

I learned the local language, but mainly in after-hours work on my own, usually without Department funding. In fact, I don't think I ever had Department funding and just studied on my own. It reflects exactly what is reflected in business. The generalist's skills command a higher premium and are given higher attention.

Mr. SIMON. You mentioned this difficulty of people who have skills finding jobs and yet at the same time I get letters from companies saying we can't find anyone who speaks or can translate, whatever the language might be.

Is there a possibility the Commerce Department could set up a skills bank for business, just a computer where you feed in the demand as well as the potential?

Has that been considered at all, and I might preface it by saying my reason for mentioning this, I have an amendment I am going to offer to your appropriation requesting such a study by the Commerce Department.

Has that been looked at at all?

Mr. HEGINBOTHAM. Not that I am aware of. It is an intriguing idea, because your point is well taken. There are certain languages where there are probably surpluses and others where there may be

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

a total absence, so some sort of a clearinghouse of information would be immensely useful.

I am not sure what the right governmental agency for that would be, but certainly there is a definite role for a clearinghouse. It might well be a joint government/private sector undertaking.

Mr. SIMON. I don't know what the right answer is either.

What are you doing in the area of commercial attaches on this question?

Are you getting us moving in the right direction?

Mr. HEGINBOTHAM. Well, sir, this is a difficult thing for us to deal with. We have increased the number of language designated positions compared to what they were upon our assumption of those positions from the State Department.

The difficulty is that we are so severely understaffed. There was a 21-percent reduction in the number of commercial positions overseas in the 5 years before the FCS began operations. The result is that we are pushed ever more into gaps between assignments and difficulties just filling the jobs that we have available, so we have tried to do a number of things which are really secondary in impact to improve our language capabilities.

We have lengthened tours. It sounds unrelated to language skill, but it is an important factor. If a person is on an 18-month tour and knows a language, it usually takes an officer a year to develop enough contacts to be really conversant and effective in an economy. Usually your last 6 months are preoccupied with getting ready to leave so you count that out. Thus in an 18-month tour you get zero effectiveness out of an officer.

In a 2-year tour you get 6 months. In a 3-year tour you get a tripling, to 18 months of effective time. We have increased our standard length of tour to 4 years with a preferable 5 wherever possible. The result is, by that process alone, multiplying many fold the language effectiveness of our officers.

Secondly, the State Department has had in the past to worry about "clientitis" in the sense if they have an officer too long in a post he might develop an undue affection for the local country. Our "clientitis" is not a danger. Our client is the business community, and we cannot be too familiar with it.

For example, we have an officer in Japan who is expert in the language, culture, and economy. We have an informal pact with him that he may spend the rest of his career in Japan if he chooses to do so. We can encourage that kind of country, and language specialization without the disadvantage that might occur the diplomatic or in intelligence services.

Thirdly, we are trying to recruit for language skills but, once again, there are quite a number of people we have looked at who have superb language skills but not an adequate mix of business skills. We need to stress the commercial skills very heavily also.

We also have nine positions in which we can provide long-term language training. That in a corps of 162 officers is relatively small proportion.

In sum, we have made a cut at the problem but we are really not satisfied that we have the resources or answers to develop the degree of language and country expertise we would like.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Mr. SIMON. The one point you mentioned is one that the higher education community has to consider, and that is our language training has tended to be literature-oriented, preparing language teachers rather than having MBA's who are also skilled in Japanese or whatever it might be.

You mentioned that 9 of 166 positions, can you go over that again?

Mr. HEGINBOTHAM. Yes, sir. When you take an officer from a position abroad you can't encumber that position for a year while the officer takes language training, so separate positions have to be set up as training positions.

For example, you take an officer from Africa who is going to a Latin America assignment, bring him back to the United States for a year of—well, in Latin America you wouldn't need it—but China, a year of "hard language study. We use fully the facilities of FSI in language and area studies.

Mr. SIMON. You mentioned one other thing and that is that you increase the number of language designated positions.

Why did you do that?

Mr. HEGINBOTHAM. The purpose was to give greater incentive and to place greater emphasis on language skills for selecting jobs. The Foreign Commercial Service has something between a twentieth to a fortieth of the "manpower"—you will take that in a nonsexist sense—available to other competing foreign commercial services. As a result we have to be highly effective. What we do in language and country skills are critically important to that effectiveness. So we have to compensate for our comparative disadvantage in numbers by increased skill and effectiveness, and in that respect language emphasis is more important for us by a considerable margin than for the general foreign service.

Mr. SIMON. I thank you very, very much.

I would like to keep the record open. We may want to submit some additional questions to you.

We thank you for your testimony, and I appreciate your attitude and your interest in this area.

Mr. HEGINBOTHAM. It is a great pleasure. I wonder if I could submit for the record a letter I received from one of our Japanese linguists, entitled, "Language-Trained Horror Stories by the Apathy of U.S. Multi-Nationals."

It is a great title which I did not suggest. That might be of interest because it gives a number of case illustrations of people having difficulty placing their language skills with U.S. companies.

[The letter referred to above follows:]

JULY 10, 1981.

Mr. ERLAND HEGINBOTHAM,
International Trade Administration,
Washington, D.C.

DEAR ERLAND: Enclosed per your request is: "Language-Trained Horror Stories by the Apathy of U.S. Multi-Nationals.

Laurence Bresler—Ph. D. East Asian Studies—Columbia University MBA The Wharton School, University of PA. 3 years in Japan—fluent Japanese and Italian, reads French and Chinese In 9 months of intense looking, two serious job offers—Mitsubishi International and Bank of Montreal. He now is stationed in Tokyo with the Bank of Montreal.

Patrick Tray—MBA University of Pittsburgh Ma East Asian Studies, University of PA Ba Sophia University, Tokyo 6 years in Japan Fluent Japanese; French After

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

13 months of job search with over 100 U.S. firms; interviewing, accepted a position with the Philadelphia National Bank-domestic section.

Edward O'Brien—MA East Asian Studies Language—trained in Japanese by the Defense Language Institute, Monterey. 3 years in Japan. After 12 months search with every major U.S. firm, selected position with Toyota Motor Sales, U.S.A. over an offer from the Embassy of Japan.

Leslie Latham—MA East Asian Studies, Howard University 2 years in Japan. Fluent in Japanese. Works for Sony Corporation in N.Y.C.

Mary Numata—2 years in Japan Married to a Japanese. Speaks fluent Japanese. Works for Tokyo Electric Company in Washington, D.C.

Dr. Edward Lincoln—Ph. D. Economy, Yale University. Speaks fluent Japanese. Vice President—Japan Economic Institute

Ms. Judy Welsh Sloan—MA East Asian Studies, Standford University Works for the Asia Society, Washington, D.C.

Sincerely,

EDWARD O'BRIEN,
Government and Industry Relations Administrator.

Mr. SIMON. Thank you very much. We appreciate that.

We just returned from a trip from the Soviet Union where one translator, and those little things become very important, translated ballet dancers as "belly" dancers. The word differentiation is very small but it makes a great deal of difference culturally.

Thank you very much.

I am going to ask Ambassador Boeker, who is the Director of the Foreign Service Institute, to be our next witness, and if you don't mind, Elliot Richardson is supposed to be here and he is on a tight schedule, and we may interrupt your testimony to hear from him.

Forgive us for that kind of discourtesy here.

It is a pleasure to welcome Ambassador Boeker. I had the privilege of visiting the Foreign Service Institute finally the other day after hearing about it and reading about it for a long time.

It is a pleasure to welcome you here.

STATEMENT OF AMBASSADOR PAUL BOEKER, DIRECTOR, FOREIGN SERVICE INSTITUTE, DEPARTMENT OF STATE

Ambassador BOEKER. At the outset, I would like to commend you and your subcommittee for your efforts in bringing to the attention of the country the serious problem of our Nation's faulty capability in the area of foreign languages.

Mr. SIMON. Before you get started, I see Ambassador Richardson coming in.

I told Mr. Boeker that you were on a tight schedule, Mr. Richardson, and we would interrupt him, and he was just about to get started, so we are very pleased to welcome you here.

Ambassador Richardson has served in a great variety of functions. You have probably served as many prestigious positions as almost anyone I can think of, including the very courageous service as Attorney General. But you have also worked in the international arena, the law of the sea, among other things, and we would appreciate having your insights here today.

You may proceed in any way you may desire.

STATEMENT OF ELLIOT RICHARDSON, FORMER AMBASSADOR AT LARGE

Mr. RICHARDSON. Thank you very much, Mr. Chairman.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

I am delighted to be here, particularly on such an important issue as the one you have raised with respect to the teaching of foreign languages.

Mr. SIMON. We think it is important and it is not one that has a great deal of sex appeal and growing a lot of interest to a lot of people, but is vital to the future of the Nation.

We can hear your testimony if you wish to enter it in the record or read it, however you wish to proceed, Mr. Richardson.

Mr. RICHARDSON. I would be glad to enter it into the record and to touch on a few of the highlights now orally.

Mr. SIMON. Why don't you do that.

Mr. RICHARDSON. With the thought that we could then develop any points that seemed of interest to you.

First of all, there is really nothing I can add to the very thorough and eloquent diagnosis of the problem that you yourself have already furnished through your various writings on the subject of the inadequacy of our present foreign language capabilities and the need for more adequate and more widespread teaching, and so on that score I would simply wish to be understood as fully endorsing your findings.

I could only add from a background of personal experience that it seems to me important to look at the need for language capabilities on two dimensions. The first is in the context of the actual business, diplomatic, economic, and military that is conducted by the United States around the world under circumstances of ever-increasing interdependence between the United States and people using other languages.

On that plan, the need clearly is for mastery of languages and particularly for emphasis on languages that are often not taught and not taught widely enough.

It is obviously no substitute for being able to speak Indonesian, to have a good command of Japanese or French, and we do need people to deal with individuals in that very populous and imporant country.

The need is for making more widely available opportunities to learn those less frequently taught languages, and your bill properly focuses on the need for encouraging that objective.

On a second plane, there is the use of languages that American citizens generally may have occasion to use as they travel abroad and have contacts with other people.

Here I think the need is less for the mastery required for economic business or diplomatic purposes as it is for a degree of familiarity with foreign languages that encourages people to seek to pick up what they can when they can in circumstances where they are in another country or relating to people from another culture.

As you have appropriately pointed out, Mr. Chairman, a language is a profound form of expressing the individuality of culture, and there is no higher compliment one can pay to a person from another culture than to show respect for their language by the effort to use it, even though this may fall short of the perfection that would have been needed in a business situation.

Beyond this, Mr. Chairman, I touch on a point which I am bound to do. I don't know how well recognized but my longstanding advo-

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

cacy of block grants, and that is that there needs to be in my view understood the proposition that those block grants that have served their original purpose, and have merely contributed to increasing the clutter of competing, matching grant opportunities from the standpoint of the educational administrator or the administrator of some office service, ought to give way to, first of all, a kind of clearance process designed to shrink down their number and then to the understanding that there ought to be a kind of last-in, first-out approach maintaining the, more or less, distinguishing categorical grants to be responsive to the most urgent needs from a national perspective.

And so I don't think that the block grant approach, on the one hand, should be seen as an approach carrying with it the condemnation of any and all categorical grants, but I see it as a step toward simplification of the existing excess, the pruning away of that excess, in order then to leave room for a selected number of categorical approaches to crticially important needs.

Given that approach, I would see the categorical program that you have described as deserving to be among those programs in a much reduced list, with the idea that then at a later date, 5, 10, or 15 years or periodically, we would look over the roster of categorical programs and decide which ones of them had sufficiently served a stimulatory purpose so that they could be dropped or folded into a block grant approach and which new claims and Federal leadership would justify adding a program in a new area.

I had some question, Mr. Chairman, with respect to the degree to which this program as drafted would have a stimulatory approach, particularly in the case of that part of it which provides for a per capita amount for students enrolled in excess of 5 percent of the existing enrollment.

Here, as I read it, there is either on the one hand no specific device to expand teaching to the extent that an institution could qualify on the basis of any numbers of students enrolled is already above 5 percent, or it relies wholly on the ability of the Secretary to stimulate the institution into doing more through the manner in which standards are established and administered.

The latter is, or the former seems to me a little too loose, and the latter could be subject to abuse, and so I would simply flag this as a question that might be looked at further in the context of the final drafting of the bill itself.

These are basically my comments, Mr. Chairman.

[The prepared testimony of Elliot Richardson follows:]

PREPARED TESTIMONY OF ELLIOT L. RICHARDSON, FORMER AMBASSADOR AT LARGE

Mr. Chairman, I am pleased to have the opportunity to express my support for the goals of this legislation. The decline of foreign language instruction at every level of our school system and the increasing scarcity of Americans able to communicate in any language other than their own is a serious problem that affects our national security and economic growth. I support your efforts for these very tangible reasons and because I think that an increase in the number of foreign language students would be very much in our national interest.

As United States contact with the rest of the world increases, our trade and diplomatic ties with other nations become more complex. To be truly effective in promoting our interests, international businessmen and diplomats should speak the native tongue of the countries with which they work. But even those Americans without a professional or vocational need for foreign language training would benefit from an increased understanding of another culture.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

When I travel in another country for any length of time, I always try to learn as much of its language as I can. Just being able to speak a few sentences in the language of your host country is a compliment and a gesture of goodwill. The Ugly American is a symbol of a culture which assumes that it is superior and does not even attempt to understand or assimilate any other civilization. While English is spoken all over the world and most Americans abroad can use it to convey their basic needs and ideas, it cannot help us to appreciate fully the social mores and philosophy of another land. What does it matter that the United States can make its positions and ideas understood to the rest of the world if the world does not believe we have an interest in hearing their ideas in return? Our lack of foreign language students and speakers has a tremendous psychological and symbolic effect, as well as a practical impact, on our dealings with other nations.

I applaud your initiative, Mr. Chairman, in taking this step towards opening the minds of Americans to other languages and cultures. I am bound to say, however, that I have a reservation about the fact that we would be adding to an endless accumulation of categorical grants. A given number of such programs can effectively promote specific national priorities but, as their number increases, we reach a point where state and local administrators may select from an overly large bunch of Federal carrots only those categorical grants which feed the activities which they would have undertaken without any special inducement.

I think that this saturation point was reached long ago. To justify any new categorical program we must first reduce the number of grants to an effective level. This is the fundamental justification of the block grant proposal that has been advanced by President Reagan. Given a limited total of programs addressing critical national priorities, it would then be appropriate to include this one among them. To keep this system efficient, any newly emergent need would have to displace an established program. Adding this foreign language education incentive to the excessive number of existing grants would be a disservice to your program, Mr. Chairman, and would render it unproductive.

While I support wholeheartedly the aims behind H.R. 3231, I feel I must question certain provisions which might restrain or diffuse its effectiveness. For instance, if I read Section 3 correctly, it occurs to me that any university with over 5 percent of its students already enrolled in foreign language classes would qualify for a grant without further action. Authorizing the Secretary of Education to establish additional standards could eliminate abuse of the provision but, in general, I feel the bill gives him overly broad discretionary powers. I also wonder whether requiring each student at a university to devote one eighth of his curriculum to foreign language studies is not too strenuous a condition for a federal grant. It could be seen as a restraint upon the academic freedom of our educational system. My final concern is that the financial incentives for increasing the study of less commonly taught foreign languages are not sufficient to encourage raising student participation past a level at which the university would need additional faculty or facilities to meet the demand.

Thank you, Mr. Chairman, for inviting me to share with you and your distinguished colleagues my views on this issue. I hope that your efforts to give our country a better chance at communicating with the rest of the world are as successful as our need is great.

Mr. SIMON. I appreciate them very much.

As many titles as you have had, I don't know whether to address you as Mr. Secretary, Mr. Ambassador, which do you prefer?

Mr. RICHARDSON. I answer to any one of them, Mr. Chairman. Mr. Richardson will do all right.

Mr. SIMON. I have a sensitivity to the categorical proliferation problem. I serve on the Budget Committee, in addition to being on the Education and Labor Committee.

I have to say I could not find any other practicable way of stimulating our schools to move in this direction other than the categorical approach.

That is why I somewhat reluctantly moved in this direction.

Mr. RICHARDSON. I would agree with that, Mr. Chairman. If you take it as is given that a problem for which primary responsibility is vested in State and local agencies is nevertheless of sufficient national concern, so that it is important to stimulate a greater response to that problem than would otherwise occur.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

You have no real alternative to some form of Federal financial encouragement, whether through a demonstration project grant, which is essentially what your elementary and secondary schools part of the bill would provide, or categorical grant, and I think it is a mistake.

I hope I have already indicated this, to use the undesirable consequences of the proliferation of categorical grants as a basis for condemning any and all categorical grants.

The problem with what we have now is that there has been such an excess that the stimulatory purpose intended is no longer effectively served because you are dangling, as I say in my testimony, such a language bunch of carrots in front of the State or local administrators, that they respond only to the carrots that are of interest to them already.

The result is, therefore, while you have accomplished a resource transfer at great expense, you have not stimulated any action that would not have occurred anyway. This is in my view a fundamental reason why the number should be cut down in order, therefore, then to make it possible for the holding out of a specific incentive to have a specific response that would not otherwise have occurred.

Mr. SIMON. I concur in that general approach, and that is what we are aiming for here.

The 5-percent figure you mentioned, frankly, was put in there primarily for the community colleges. We face a problem, if you were to exclude the community colleges, there is no reason we cannot simply say the colleges and universities that require languages either for entrance or for graduation, will get this categorical assistance, period. But what you do then is you almost completely exclude the community colleges.

I am not at all wedded to this particular formula and if someone, either one of the witnesses or anyone else, can come up with a better approach to how we encourage community colleges, I would welcome that. But that is the reason for that particular provision.

It is one that does offer something of a carrot to the community colleges.

Mr. RICHARDSON. My problem with this, Mr. Chairman, was not that it sets the level too low, but that it does not on its face embody a stimulatory device.

If, for example, before enactment of this legislation, the community college or other postsecondary insitutiton happened to have an enrollment in some kind of language course of 90 percent of its students, 4 percent of the enrollment would qualify for this per capita grant, and they would continue to get it without having done any more by way of language teaching than they were already doing, so the question I was raising really is, how do you use this money in a manner that is more sharply directed at getting a response that wouldn't otherwise occur?

Could you, for example, increase the amount of money per capita, but aim it only at or largely at, say, the numbers of students enrolled in language courses above the number enrolled in a base year?

Mr. SIMON. There may be some formula like that we can devise.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

We face the general situation in community colleges which is not very encouraging, one out of five community colleges offer no foreign languages whatsoever.

There are, in fact, very few now that reach the 5-percent figure.

Digressing from the community colleges, we have State universities that offer no foreign language, including one in the State of Illinois which I find an incredible kind of a thing.

I am joined by the ranking minority of this subcommittee.

Mr. COLEMAN. Thank you Mr. Ambassador; it may be that we will have to work to keep 5 percent.

Recently on a trip to the Soviet Union, we had the opportunity of visiting a foreign language institute, and I asked the people there, the Soviets, how they interpreted our lack of willingness to learn a foreign language and lack of understanding foreign languages and so forth, and I asked them to be candid and their response was, well, it may just show that you are not interested, and I think, as you well know, in the positions that you have held, it may be perceived overseas and elsewhere that the United States and the people of our country are not as interested as others, if we don't devote our resources and talents toward learning other languages and other cultures and I find that opposite to what a great number of people in this country do feel.

If we don't show it in our tangible evidence, it is going to be very difficult for us to overcome that psychological hurdle.

I appreciate your coming today, and your testimony and find it very worthwhile.

Mr. SIMON. If I can add one comment to my colleague's statement, one of the interesting things was to learn right now you get a choice of starting a foreign language either in the first or the fourth grade, depending on where you live, but starting in the 1990's, everyone will start getting a foreign language in the first grade, and we are not quite to that point in the United States, to put it mildly.

Mr. RICHARDSON. In fairness to Americans, there is a major difference between the situation in the Soviet Union and the situation in the United States, as a consequence of, in large measure, of the colonizing activities in Great Britain in the 17th, 18th, and 19th centuries.

I have been serving as the head of the U.S. delegation of the Law of the Sea Conference, and this is the largest conference ever held in terms of national representation, and indeed, perhaps numbers of delegates as well.

We have had up to 160 countries represented which is just about all there are, and even little countries like Andora and San Marino, Holy See, spelled S-e-e, I just felt it had oceanic interest.

It is interesting in that conference, although the formal proceedings are conducted in the six recognized United Nations languages with simultaneous translations, all the serious negotiations have to take place in English, because English is the common denominator; and if the Russians in that situation didn't know and use English, they would be out of it; whereas, we of course, already using English, are able to get along all right without having to rely on another language, and this is so far true, that it tends to operate as a disincentive which is why I distinguished earlier in my testimony

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

between the importance of mastery of language, including many different languages for people who will be part of the whole U.S. extension of its economic, diplomatic activity around the world.

The problem here is that if what you need to do is to speak Thai, for example, and there are people in our Embassy in Washington, and people representing U.S. multinational corporations in Bangkok who should be in a position to speak Thai, but it will not, it does not teach them Thai to have started to learn Spanish, let's say, in the third grade, but it does, at least, to have started a language creates a different psychological attitude toward the processing of learning another language.

I am personally, for example, although I come closest to speaking French with any fluency, and I have at one time or another studied German, Russian, Spanish, Italian, I guess that is about it.

I don't speak any of them really at all fluently but come close in Spanish, but I have the feeling it would be relatively easy for me to learn any of those languages in a few weeks in a situation where I needed to know them and I have that feeling largely because I have at least had enough exposure early in life to the process of learning languages so that it does not intimidate me and the adaption of my tongue and the creation of a "foreign" sound does not seem to me to be an insurmountable task, and it would seem to me this at least is the kind of foundation that would be valuable for the first purpose I mentioned earlier, and it would be relevant also to the second one, that is, the general cultural respect, and that is an early appreciation of any foreign language helps to give insight into the inseparable role of language as the expression of cultural uniqueness.

Mr. SIMON. We thank you very much, Mr. Richardson, for being here and for your testimony, and for your public service.

Mr. RICHARDSON. Thank you very much, Mr. Chairman. May I thank you as a citizen for leadership you and your colleagues on this subcommittee are showing in a matter of such national urgency.

Thank you very much.

Mr. SIMON. Thank you. Ambassador Boeker, we thank you for letting us interrupt your testimony there. You were just about to begin.

Ambassador BOEKER. Well, with your permission, Mr. Chairman, I could just as easily review some of the highlights of my statement.

Mr. SIMON. Enter your full statement in the record at this point, and you can review some of the highlights.

[The prepared statement of Paul H. Boeker follows:]

PREPARED STATEMENT OF PAUL H. BOEKER, DIRECTOR, FOREIGN SERVICE INSTITUTE, DEPARTMENT OF STATE

Mr. Chairman, I welcome this opportunity to speak about foreign language training and its importance to the U.S. Foreign Service. As others have, I want to commend the role you are playing in bringing the issue of our country's capabilities in foreign languages to the attention of the nation through your writing and other initiatives, including these hearings.

The U.S. Foreign Service has a variety of difficult jobs to carry out overseas. Our political officers need a deep understanding of the currents of change in the host country's society. Commercial officers have to develop opportunities to promote U.S. trade. Military attaches must be intimately familiar with the operational effectiveness as well as the political mood of the local military. Public affairs officers need to

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

be particularly persuasive in presenting American policies and accomplishments in ways that engage the attention and understanding of foreign audiences. A skill that all these officers need if they are to master their jobs is the ability to communicate effectively with the people with whom they deal. In the vast majority of embassies and consulates, this means doing so in a foreign language.

In my own overseas assignments, I have seen how the performance of our diplomats is directly related to their capability in using the local language. I would make the same observation about Americans who represent the private sector abroad.

I agree with you, Mr. Chairman, that the American educational system has not done an adequate job in preparing our citizens to work with foreign languages abroad either in government or in business. Even among those students oriented toward careers in foreign affairs, language competence is limited. Over the last 20 years the percentage of new Foreign Service officer candidates with a professional level of competence in a foreign language has averaged about 25 percent. This limited base has put a heavy responsibility on the Foreign Service Institute to provide the necessary training and imposed a significant additional cost on the Department. It takes $10,000 in instructional cost to train a U.S. Government employee for 44 weeks in an intensive language course at the Foreign Service Institute—plus the employee's salary for the period which is also a training cost.

The Department of State has made a major investment over the past 20 years in providing in-service language training to its personnel. Out of a total of 3,681 Foreign Service officers, 2,820 have a professional level of competence in at least one language (in other words about 77 percent). Of these, 911 have such competence in two languages; 263 in three; 81 in four. Moreover, before a junior Foreign Service officer can receive career tenure, he must now achieve professional competence in at least one language.

To encourage candidates with language backgrounds to apply for the Foreign Service, new members of the Service who bring professional level competence with them receive additional pay. In addition, officers in Service who can speak languages for which there is a critical requirement, receive pay incentives when they achieve certain levels of proficiency. The Foreign Service Act of 1980 improves these incentives, which in some cases will reach 15 percent of base pay. The Department is also at work to implement Section 2207 of the Foregin Service Act, which provides for the designation of model foreign language competence posts. At our posts in the field, nearly 6,000 U.S. Government employees are studying local languages on a part-time basis.

I believe the Foreign Service Institute has a clear record of accomplishment in language training, but we intend to enhance this record in the future. At the Institute we are working both to improve the quality of language training and to provide it to more U.S. employees. We have undertaken a successful effort to integrate more effectively the language studies of our students with an improved curriculum in area studies. Our aim is to provide U.S. Government employees going abroad with the linguistic and substantive tools to do their jobs.

We are also applying the concept of training for specific job needs to our full-length language courses, which range in length from 5 months to 2 years. This is being done by introducing in the courses exercises which simulate accurately the work problems that employees will need to solve overseas by using the local language. In preparing these exercises, we are developing key skills such as the ability to present a U.S. position on an issue, interview for information, rebut criticism and persuade a foregin official. I believe that these simulation exercises, which will be introduced during the 1981–82 school year, will represent a signifcant improvement in the quality of FSI language training. I also believe that training in specific job-relevant language skills is a concept that should have wide appeal to the U.S. business and academic communities.

Another important new program now underway consists of short-term language courses ("FAST" courses we call them) designed to meet the needs of employees whose overseas jos do not require a full professional level of fluency, but whose work effectiveness and morale would be improved by a basic functional knowledge of the local language. These courses are also designed for the language needs of family members. This is a critical area, since a rewarding experience in living abroad for family members can make a profound difference in the performance of the employee. We now have language courses of 6 to 10 weeks duration in 14 of the most widely spoken languages. These courses prepare students for the specific work, logistical, and social situations they will neet overseas. Enrollments in these short courses have been high, and student response has been very enthusiastic. We plan to expand this program to include other languages and expect to use it to achieve over time a significant increase in the number of U.S. personnel overseas with basic foreign language facility.

84-188 O—81——3

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

In this connection, I want to mention that many of FSI's language teaching materials are available to the public through the Government Printing Office and the National Audio-Visual Center at a modest cost. We believe that these represent a significant resource which the nation's schools and colleges can draw on now in their language programs. As we develop new materials, as we are now doing with the new generation of FAST courses, we intend to assure that the results of this development work are also available to the public. FSI is also making a contribution to the academic community's language training efforts in the field of testing and rating language proficiency. The testing system for measuring speaking competence that FSI has developed is now widely used in colleges and schools.

The Foreign Service Institute's job is different from that of the schools addressed by H.R. 3231. Nevertheless, our experience provides some relevant conclusions. Our objective is teaching language as a capacity to communicate, not as a branch of literature or any particular discipline or field of study. We are continually working to provide this communicative capability in the most compact course possible. It seems to me that postsecondary schools in particular should provide a similar version of foreign language training if it is to be available to those preparing for a great variety of professions, with limited time available to acquire the additional skill of a competence in a foreign language. Several semesters of grammar and reading before something called "conversation" begins are not very attractive to, say, a business degree candidate who would like to augment a nearly full course "load" in this field with some competence in, say, Spanish or French.

In general we have found that quality of instruction, over the 45 languages we teach, is the most difficult problem and the one most important to maintaining high student motivation and achievement. The Institute, therefore, has devoted a great deal of its effort to the essentials of maintaining high quality of instruction. Good instructors, adequately compensated, continuing training for instructors, continual development of imaginative new materials and rigid testing of student achievement as a control on individual course quality are the critical elements of our program. We have this past year, for example, significantly increased our investment in training of our instructors, and we believe the results are already apparent. Language programs in schools face the same problem of maintaining quality instruction so that students' motivation and interest are engaged and they are brought as quickly as possible to the capacity to communicate that makes the language learning experience enjoyable and worthwhile in educational and professional terms.

I know that this aspect of the problem will be part of the Subcommittee's considerations.

Thank you, Mr. Chairman.

Ambassador BOEKER. Even in the highlights, I have to repeat by tribute to you. Mr. Chairman, because I think it is a sometimes lonely, but hopefully not always so, service that you and the subcommittee are performing in bringing this issue to the attention of our Nation.

I would like to talk a bit about how our Nation's faulty capabilities in foreign language impact upon the U.S. Foreign Service and its mission.

People in the U.S. Foreign Service have a great variety of jobs to do. They are called upon to be people of all times and seasons, but a common element of everything that they do is the need to communicate effectively with the people around the world. In the vast majority of our missions overseas, that means doing so in a foreign language.

Our experience is such that we have to agree with your general conclusion, Mr. Chairman, that the American educational system has not done an adequate job in preparing our citizens to work in foreign languages aboard, whether in the Government or in the business sector.

In the U.S. Foreign Service, we see this most dramatically in the people coming into the Service, and the foreign language capabilities they bring with them.

These capabilities have varied little over the years. We find that only 25 percent of the people entering the U.S. Foreign Service

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

have a professional level of competence in any foreign language. This limited starting base for our diplomatic service places a very heavy responsibility on the Foreign Affairs agencies and the Foreign Service Institute to provide the necessary training to our people to carry out their jobs. Also it imposes a very significant cost on the U.S. Government.

The primary cost of training is personnel time. It means you need higher employment levels and the positions to provide training, as well as to staff all of your working jobs at home and abroad. Therefore, it becomes especially difficult to increase that personnel investment at a time when your overall work force is stagnant or declining.

The Department of State has made a major investment in providing in-service language training to its personnel over the last two decades. Of a total of 3,700 Foreign Service officers, about 2,800 of them have a professional level of competence in at least one language, and many of them have that level of competence in several languages.

In addition to trying to create a system that over time significantly upgrades our capabilities, we have made it a requirement that junior officers must achieve professional level of competence on one language before they can be tenured as Foreign Service officers.

We have established the system of language-designated positions in our posts abroad as a systematic guide to our language requirements overseas. Also we are significantly increasing our investment in training time.

In the 2 coming fiscal years, we expect to increase our overall personnel investment in training substantially and by about 30 percent in language training alone.

To encourage candidates with language backgrounds to apply for the Foreign Service, new members of the Service who bring a professional level of competence in foreign language with them receive additional starting pay. Second, officers once in the Service, who have a professional level of competence in certain critical languages which are in short supply receive pay incentives for having that particular skill. Under the Foreign Service Act of 1980, the amount of those incentives has been increased.

At the Foreign Serice Institute, we have approximately 2,000 U.S. Government employees annually studying foreign languages. Under our programs, we also finance continuing foreign language study at posts overseas for an additional 6,000 U.S. Government employees each year.

Our major effort currently is to increase the quality of our training programs and provide them to more U.S. Government employees. In our full-length language courses our overriding objective is to enhance training for specific jobs needs. Our major new vehicle for doing this is that of introducing into all our courses exercises that depart considerably from the classic textbook, tape, and grammar drill experience.

These excerise will put people through role plays that accurately reproduce the kinds of work problems that they will need to confront and solve overseas in the local language. From now on, in all of our language courses, U.S. Government employees preparing to

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

go overseas or to acquire a professional level of competence in a language will go through exercises in which they will have to make representations of U.S. positions, persuade people to change their mind, interview people for set pieces of information, or simply try to convey certain specific points which they know, but their listener does not.

This kind of demanding, simulated professional exercise should significantly increase the capabilities of our people to communicate and carry out professional tasks in foreign languages.

A second program we now have underway consists of a whole series of short-term language courses—FAST courses, we call them—which are designed to meet the needs of employees whose work effectiveness and morale would be significantly improved by a basic functional knowledge of the local language.

We think these courses will be ideal for employees going to positions overseas which are not necessarily language-designated at a high professional level, but for which they will require some language proficiency; the courses are also ideal for a number of support staff members and for family members.

These courses range up to 10 weeks in length, and we now have them to cover the 14 most widely spoken languages in the world. We expect to expand that over the coming years to cover perhaps twice that many.

These courses are based on learning by going through situations, that people will confront in their life and work overseas.

They are rather dramatically different kinds of courses—with much less emphasis on structure and much more on actually trying to cope with specific situations that people face in living and working overseas.

We have run these courses several times this year and reviews from them are quite enthusiastic. We expect to use them over the coming years to achieve a very significant increase in the number of U.S. Government employees we send overseas annually who have a working facility in the language of the country of their assignment.

Many of the materials that the Foreign Service Institute has developed over the last 25 years in its work on language teaching are available to the public at a very modest cost through the Government Printing Office for books and through the National Audiovisual Center for tapes. It is our belief that these materials represent a very significant resource for the Nation's schools and colleges.

As we continue with our new materials and, in particular, the new generation of FAST courses that we are developing right now, we intend to assure that the results of this development work are also available to the public at modest cost.

Another aspect of our work that has already been used widely in the academic community is the Foreign Service Institute's testing and rating of proficiency in foreign languages. It is a widely accepted system, and is used by a number of schools to assure that people get accreditation for language communications facility actually acquired, no matter how many hours they spent in the classroom. It can be used to significantly upgrade the rewards that one gets for a year of study overseas because coming back and testing for your

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

proficiency in a language, you can get a number of credit hours for that facility in addition to the credit hours you receive for your actual study in the classroom.

The job of the Foreign Service Institute is different from that of the schools addressed in H.R. 3231. Nevertheless, I think our experience provides some relevant conclusions, two of which I would like to mention.

First, our objective in teaching language is as a capacity to communicate, not as a branch of literature or of any particular field of study and it presumes no particular background.

We are continually working to provide that communicative capability in the most compact course possible. Post-secondary schools in particular, if they are doing their job, should try to provide a similar version of foreign language training, so it can be available with a very minimal investment in time to people preparing for careers in a great variety of professions, so they don't have to sit through semesters of basic grammar, structure, and literature before they get to something called communication which might be the much more relevant skill to their own profession.

Our own experience shows that one can teach by going directly from the beginning to that communications capacity and get a much higher level of achievement earlier.

In general, we have found that the quality of instruction, over the 45 languages that we teach, is the most difficult problem and the one most important to maintaining high student motivation and achievement.

The critical elements of our program we have found to be good instructors, adequate compensation, and continuing training for those instructors, continual development of imaginative new teaching materials and rigid testing of student achievement as a control on individual course quality.

America's schools face the same problems in maintaining quality instructional programs. From that quality comes the maintenance of the students' motivation and interest to insure that they are engaged and brought as quickly as possible to the capacity to communicate that makes the whole experience worthwhile, both educationally and professionally. I know this important factor of the quality of programs will be part of your considerations as well.

Thank you, Mr. Chairman.

Mr. SIMON. Thank you very much for your testimony.

You were here when Mr. Heginbotham testified.

Ambassador BOEKER. Yes, I was.

Mr. SIMON. He testified, in 25 years in the Foreign Service, not once was he ever encouraged to study the foreign language, and at no time did he receive any compensation in, or assistance for the foreign language study he did do voluntarily.

Is it still possible for someone to have 25 years in the Foreign Service and have that kind of experience?

Ambassador BOEKER. No; it is not. First of all, the requirement to have professional level proficiency in one foreign language before you are tenured, would, in effect, mean an officer, one way or another, would have to acquire that proficiency to rise above the very junior ranks and spend more than 5 years in the Service.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

In addition, there is incentive pay which strongly encourages study of hard languages. There is the system of language-designated positions; the kind of positions that Mr. Heginbotham or I have held overseas are now positions where language proficiency is required, and, therefore, people assigned to them are assigned to language training in advance of going there. But he was an overachiever, Mr. Chairman, and he could learn that all on the side at nights.

Mr. SIMON. What about the language-designated positions; 67 percent are now filled? What I am interested in, is that percentage increasing, and No. 2, the process by which various positions are language-designated, or is it sensible to give as much responsibility to an ambassador in a country and as former ambassador yourself, you can view it from both perspectives and to have an ambassador who, in effect, say ambassadors who say language isn't important.

We had one country in Africa where we had that precise situation up until a few weeks ago.

Ambassador BOEKER. It is hard for me to imagine. It was my own experience not only to give very careful consideration to what positions were language designated, but also to insist that people at post continue their language training, even though they already had enough to meet the LDP designation of their job. I found that that was not really difficult. As long as continuing language training was encouraged, people felt that the hour every morning could be taken. If they had the mission's blessing, they were delighted to do it.

Mr. SIMON. That was kind of an arbitrary decision on your part as Ambassador?

Ambassador BOEKER. It was in my authority to make that decision, and I thought that was essential to the work of our mission. We did virtually everything we did in Spanish.

Mr. SIMON. Yes.

Ambassador BOEKER. The number of people who spoke English even at high levels, was very small.

In effect, I would say all the officer-level personnel and about half of the secretarial personnel at my mission had to have some knowledge of Spanish to do their job.

Mr. SIMON. At how many embassies totally that we have would you guess that that is the situation?

Ambassador BOEKER. That would be a judgment one would have to make going over them post by post, but a significant number. I think certainly in Latin America, for example, Spanish is not only the language of the society, but a language they are very proud of and a language in which they can communicate with all their neighbors. You really can't get anywhere without it.

In Latin America, that is very definitely the case.

Mr. SIMON. Isn't that true, that very description you make, true of almost all countries? There are exceptions, but, for example, I just notice where 13 of 80 of our personnel in Saudi Arabia are proficient in Arabic. I would almost think Arabic is essential.

Ambassador BOEKER. It is very difficult to do many of our jobs there without Arabic.

That really gets to the heart of the resource problem, though, because for every person in an Arabic language-designated posi-

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

tion, you are talking about a 2-year investment in training. In effect, if people are there on an average 2-year tour, your personnel force has to be twice as large.

It has to be larger by every position you have there that is language designated for 3-3 in our terms of proficiency in Arabic. That is a very significant personnel cost and a major problem with the management of this system.

The tendency Government-wide has been to go on creating language-designated positions without drawing any implications for the work foce. Every time you increase the number of language-designated positions, you are, in effect, creating new training positions and requiring an increased work force to fill them. To do so without changing your work force level creates tensions that are very difficult to relieve.

Mr. SIMON. You were about to show me a graph there.

Ambassador BOEKER. You had asked about language-designated positions. Our record there is improving.

We now have over 200 more people in language-designated positions at a fully qualified level than we did 8 years ago, going up to 780 officers who are fully qualified for the positions they fill.

That still leaves us at the 67 percent level that you mentioned. In another sense the record is better than that: Inclusion of people who are very close to full professional proficiency in the language would bring that total to 78 percent.

These people who are within half a point of the required level should be able to reach it after 6 months' experience in country and with the help of continuing language training at their posts under the past language program.

Mr. SIMON. One comment.

You mentioned the quality problem which is a major problem and you say good instructors adequately compensated, continuing training for instructors, continual development of imaginative new materials, and rigid testing and student achievement as a control on course quality are critical elements.

As I look over those criteria, good instructors adequately compensated, foreign language teachers in the United States are not highly paid. Continuing training for instructors, we are doing very little. New materials, probably we are doing better there. Rigid testing of student achievement, we are doing very well, so in the use of your criteria, we have a long way to go.

Mr. Coleman.

Mr. COLEMAN. Tonight, there will be a reception in Washington for members of the German Parliament. We all talk in English. They speak better English than we do, I think.

One of the things about your program you opened it up to other U.S. employees, and I availed myself of the early morning Foreign Service Institute language courses last semester. I got a lot out of it and was trying to brush up on my French.

When the word got out that a couple of Members were taking the course, I heard other Members of the House mention, one that didn't know about it, and two, they would like to participate, but it seems as if, because of our schedules and our lives and what have you, that better time or a better place might be more appropriate, and I toss this out as a suggestion, that besides the Foreign Service

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

and State Department employees, there is probably no more visible traveler to foreign countries than Members of Congress, and if those of us who are interested in coming up with a proficiency to the degree we can venture out to speak to their leadership in their own language, just the intent is enough to win friends and influence people, that we try to do this for Members of Congress.

I notice in my circle of friends that knew about it, I could name you five people to get together immediately to start a course. I think it is very important and you might consider this. Also, the availability to the public of your tapes and your books is a very well kept secret. I didn't know about it until after I took the course, and if there is some way that we could justify a little bit of advertising in this area, there would be a lot of people do it on their own.

I had to go to the Government Printing Office over at State to find out that they actually sold the tapes publicly. Of course, members of the class, we ran our own tapes off on the machines, but that would be a great opportunity for a lot of people to expand your influence and also help the problem.

Ambassador BOEKER. Let me first commend your Spartan achievement.

Mr. SIMON. When I visited there, you mentioned, I think, four Members of Congress. I regret to say I was not among them, Tom Coleman, Paul Tsongas, I believe, Charles Mathias?

Ambassador BOEKER. And Congresswoman Ferraro, of New York.

Mr. SIMON. And Robert Garcia.

Ambassador BOEKER. I believe over the past year, we have had 12 different people from the Congress taking language instruction, but we would be delighted to have you.

We offer this and we are very glad to do it. Certainly, if it would be more convenient to Members of Congress to get together in groups at a different location or even individually, we would be glad to respond.

We just want to get you away from the phone in your office during language classes. That is all.

Mr. COLEMAN. Wonderful.

Ambassador BOEKER. We have tried to get the Government Printing Office to make the availability of Foreign Service Institute tapes and texts as widely known as possible but publication of wares available from the Government Printing Office is not something that is a high priority at the moment for them.

Unfortunately, I think the availability of these tapes and books has been broadcast more widely by the private sector than by the Government itself. There are a number of private outfits that do acquire our tapes and books and sell them for four times the cost. They advertise widely.

Mr. COLEMAN. Right; the first ad I saw was in the New Yorker with an outfit for Spanish and French, which said, this is the same course given to our Foreign Service officers.

Ambassador BOEKER. It is annoying to me personally that many taxpayers are paying about four times as much as they need to for these materials developed by their Government.

Mr. SIMON. Could you talk to members of your staff and to others in the State Department and say you are being pushed by

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

this subcommittee, which you are, and to make known a little more widely what is available, and that we would like, within 60 days, to get some kind of response from you on this?

Ambassador BOEKER. We shall do that and make sure you get such a response.

Mr. SIMON. Well, we thank you, sir, very, very much for your testimony and the job you are doing in the Foreign Service. It is terrific.

Ambassador BOEKER. Thank you.

Mr. SIMON. Our next witnesses are on a panel, Dr. Rose Hayden, the Executive Director of the National Council on Foreign Language and International Studies, and one of the more, probably the most prolific writers in this field in the Nation, and Dr. O. LeGrand Eliason.

Mr. ELIASON. Eliason.

Mr. SIMON. Forgive me. He is president of Eliason International, and I don't know whether Commissioner McGrath, I don't see him here. Commissioner McGrath had hoped to be here. His wife unfortunately is now seriously ill, and we will enter his statement in the record at this point.

[The prepared testimony of Earl McGrath follows:]

PREPARED TESTIMONY OF EARL J. MCGRATH, FORMER U.S. COMMISSIONER OF EDUCATION AND PRESENTLY CHAIRMAN, BOARD OF ADVISERS, WESTERN INTERNATIONAL UNIVERSITY, PHOENIX, ARIZ.

At the very outset, Mr. Chairman, I want to congratulate you and your nine colleagues for introducing H.R. 3231. May I also put in the record, Mr. Chairman, the studied opinion that your recently issued book, "The Tongue-Tied American," is one of the most convincing briefs for instruction in foreign languages that I have read in my professional experience. It ought to be read not only by educators, but by thoughtful citizens in all walks of life who are concerned about our economic and cultural position in today's world.

On this occasion, I address you as a former officer of the government and as a private citizen who has visited over a score of foreign countries where English is not the native tongue. I wish to endorse without reservation the statement of purpose in your bill "to further the national security of the United States and the nation's economy by providing grants for foreign language programs." To discuss the subject in full would require more time than we have on this occasion. The three topics you mention in your letter of invitation will, however, enable me to express my thoughts on the provisions in the bill.

First, my experience with our language failures. If you will pardon a personal reference, I would like to relate my experience as the chairman of a U.S. delegation of five at a meeting in Geneva, Switzerland. Duplicates of this experience, and other valuable information in this important subject are presented by Nick Thimmesch in the February, 1981, issue of Reader's Digest. The Geneva conference was attended by representatives of over fifty nations. The two official languages of the meeting were English and French. Except the members of our delegation, all of whom had had an extensive higher education, I met no one, even those from countries with limited opportunity for higher education, who could not use a language other than his own. The most embarrassing experience occurred when I observed the language facility of the chairman of the Egyptian delegation. From the conference floor he spoke intermittently English and French. With the delegates of Germany, he used their tongue. And naturally he spoke Arabic. Whatever its other notable achievements, and they are many, our educational system had failed to prepare its carefully selected representatives for direct communication on matters of international importance.

Returning home, as United States Commissioner of Education, with the help of officers of the Modern Language Association, I organized two national meetings here in Washington. As studies referred to in your book conclusively show, Mr. Chairman, those who learn any language at an early age most easily achieve fluency and a proper accent in its use. Since at the time language instruction was

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

rarely offered in elementary schools and not required for a diploma in many high schools, I stressed the need for action at those two levels.

To my gratification, these conferences were attended by several hundred persons, not exclusively educators, but also representatives of several branches of government, notably the State and Commerce Departments and executives of commerce and industry. The participants in these sessions exhibited intense interest in increasing the study of languages. The non-educators especially expressed a desire to support efforts to make American citizens internationally more knowledgeable and capable of using languages other than their own.

In the years immediately following 1952, reports of the Modern Language Association showed a sharp rise in the number of school systems offering language courses, and a corresponding rise in interest in colleges and universities. For reasons to complex to treat here, this swift burgeoning of instruction in foreign languages became dwarfed over the intervening years. For financial reasons, some public school systems have since dropped such instruction in the elementary and high school grades, and many colleges which for a century or more had imposed such requirements have abandoned them. The cultural and vocational inadequacies resulting from these policies have now become threateningly clear. The situation imperatively needs the thoughtful attention and civic action of all citizens.

Whatever failures have occurred in providing adequate foreign language instruction for Americans cannot fairly be attributed to teachers of these subjects. Since the Second World War, the universities have produced a corps of teachers competent in the idiomatic use of languages and skilled in the cultivation of language skills at all levels of our educational system. What we need to correct the present deficiences is an aroused public opinion among citizens in all walks of life. The passage of this legislation could be instrumental in calling attention to existing inadequacies.

Second, Mr. Chairman, I wish to focus my remarks on the internationally strategic and economic importance of having citizens well-versed in the everyday use of languages. Consider first the ecomonic value of foreign language study to the individual student. Enrollment figures and studies of student interests show that many young people are avoiding instruction in the humanities, especially languages. Many do this on the assumption that those who are intensively, but narrowly, trained in business subjects will be assured of preferred vocational treatment. I do not depreciate programs in the field of business. I wish to point out, however, that those who supplement career-oriented instruction with skill in foreign languages will find a host of vocational doors open to them that would otherwise be closed.

College students today are not sufficiently informed about the career opportunities available to those who achieve competence in their major field and also facility in a foreign tongue. Business executives confirm the opinion that many of their corporations need the services of personnel in marketing their products abroad. Representatives of industry, commerce, and education can serve their own organizations, our people generally, and especially ambitious young people, by informing students in our schools and colleges of these opportunites. By doing so they will not only benefit youth. They will perform an indispensable public service.

Members of the Congress know better than I that the health of our economic system will depend upon a more equitable balance of trade than now prevails between the United States and other nations. To a not inconsiderable extent, the openness of foreign markets will depend upon the effective communication of our business representatives in selling our products abroad. Person to person relationships and the attitudes of other nationals toward us may be the decisive factor in making sales. That these attitudes are affected by the easy and precise use of another's language is indisputable. We cannot hope to have a healthy economy at home without the understanding and trust of business men in other countries. Hence, those interested in preserving the merits of our free enterprise system on an international scale can do so by improving commerce between our country and other nations. At the same time, the resultant sale of our products can contribute to the economic well-being of our people. Knowledge of foreign languages can help in these efforts and the Congress can play an imporant part in achieving these goals by enacting H.R. 3231. Even more important than the economic benefits it would produce is the strategic value in increasing the likelihood that civilization as we know it can be preserved.

No thoughtful observer of the international scene today can doubt that the human enterprise is in danger of destruction. While military build-up may be essential, while parity or even superiority may temporarily engender a feeling of security, in the long run only understanding among the peoples of the world can assure their survival. Informed scientists and military leaders agree that already both the United States and Russia have arsenals of nuclear weaponry sufficient to

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

destroy virtually all life on this globe, and the end results will be the same no matter which adversary makes the first strike. Moreover, many other nations will soon be adequately equipped to initiate, if not complete, such a holocaust. No matter how much of the world's productive capacity and human ingenuity are spent in armed defense, the effort will be futile unless it is continuously paralleled by unrelenting efforts by members of the human family to achieve common understanding and common goals. Such objectives could, of course, be attained more easily if we all talked in one tongue, but we don't. Yes, the resolution of issues and problems will require not only competence in the use of other languages, but insight into subtle cultural differences—ignorance of which presently erect formidable barriers to understanding and the rational reconciliation of national differences.

Mr. Chairman, some may consider this digression into the larger subject of national, indeed human, destiny to be irrelevant to the teaching of foreign languages. To be sure, there are many other compelling reasons for such instruction. It can lead to great satisfactions, including the gaining of insights into other ways of life, other philosophies, other ageless literatures, other value systems and other spiritual commitments. There is an abundant literature on all these outcomes of the study of foreign languages. None, however, exceeds in importance the potential benefits in international understanding and lasting peace.

For these reasons, I consider H.R. 3231 a strategically important piece of legislation. If enacted, as I hope, it will accomplish these things:

1. It's passage will signalize to educators and others throughout the nation that as a people we recognize the cultural, the economic, and the strategic importance of skill in the use of foreign tongues. Parenthetically, I should like to observe that we need instructional programs in language not now commonly found in the school systems such as Chinese, Japanese, Arabic, and others which will be needed in business transactions and in diplomatic relations.

2. The bill will strengthen the efforts of educators in the states and in local communities in their advocacy of additional programs of foreign language instruction. In this connection, I wish a copy of "The Tongue-Tied American" could be distributed to every local school system and every college and university in the country in order to stir up the most vigorous discussion of this subject. In all modesty, I wish tha the national meetings I initiated in the early fifties could be duplicated today. I feel confident that with vigorous leadership, such efforts would result in a wide response and highly fruitful results.

3. The bill would attract the moral and fiscal support of the business world for such programs.

4. The bill would indirectly open new occupational opportunities for American youth and thus contribute to their economic well-being and their enjoyment of the satisfactions of foreign travel and experiences in different cultures.

5. The bill will not only contribute significantly to our national economic strength but to our soical and political position of leadership in the world.

In conclusion, I wish to comment very briefly on several provisions of the bill. It does not require the federal government to assume the total financial responsiblity, or even a large part of it, necessary to launch and sustain these efforts. It can, however, call immediate attention dramatically and convincingly to the related national educational needs and the intiatory efforts required to fulfill them. Long-run support is left to local educational units where, in our tradition, it properly belongs. But this fractional government aid would, I believe, initiate a lasting development of beneficial activities at all levels of our educational system. These in turn would have a fateful affect on our national destiny and perhaps on our fellow human beings everywhere. I hope, therefore, that the Congress will act favorably on this promising legislation.

Mr. SIMON. Dr. Hayden, pleasure to welcome you here.

STATEMENT OF ROSE L. HAYDEN, EXECUTIVE DIRECTOR, NATIONAL COUNCIL ON FOREIGN LANGUAGE AND INTERNATIONAL STUDIES

Ms. HAYDEN. I am Rose Hayden, newly appointed executive director or the National Council on Foreign Language and International Studies.

I am especially happy to be here today given the fact that Congressman Simon is a member of our council, which was established in 1980 upon the recommendation of the President's Commission on Foreign Language and International Studies.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Created as a joint effort by private foundations, business corporations, and government agencies, the council is a nonprofit organization focusing public attention on the crucial importance to the United States of effective communication with and comprehensive understanding of the world beyond our borders.

The primary task of the council is to make a coherent, persuasive, and persistent case that high-quality foreign language and international studies are truly vital to America's future.

Council members are distinguished citizens from various walks of life and different regions of the country who share a concern that the present decline of foreign language and international studies endangers our national well-being—our security, our commercial competitiveness, and the quality of our educational system.

Finally, the council's interests encompass all elements of language and international studies in the United States: Advanced training and research; overseas study; global awareness; primary, secondary and collegiate education; citizen and community education; and the needs of business, labor and Government.

In sum, the council strives to prove to the general public and to policymakers alike that, indeed, the future is now and that our national needs can be more adequately served through foreign language and international competencies.

In my remarks this morning, I will not repeat the excellent insights and suggestions which have already been presented by others, and will be the focus of other testimony today.

Rather, let me state, at the outset, that H.R. 3231 represents a necessarily ambitious response to an endemic national challenge—that of assuring America's viability in a global system which is as complex as it is unstable.

The overwhelming fact of international life is this: Americans must know more about the rest of the world, or we will be increasingly at the mercy of peoples and nations whose languages we do not speak, and whose realities and motives are a mystery to us.

As Clifton R. Wharton, Jr., chancellor of the State University of New York, and national council member observed, we can be disenfranchised by ignorance. Often we are content to be served by cadres of technicians and specialists who thereby gain an ominous amount of control over our lives.

A recent futurist tract argued that our fear and ignorance about prevailing technologies put us in danger of becoming modern-day serfs—techno-peasants. One could extend the analogy and argue with some justification that our fear and ignorance about other peoples, languages, and cultures places us in equal danger of disenfranchising ourselves, of becoming globo-peasants whose lives are deeply affected by world events, but whose individual capacity to shape those events is virtually nil.

Truly our professional interests in foreign language education have never been more compatible and more visible to an ever-growing segment of our population. The recent election and subsequent developments suggest very strongly that the United States is entering a marked phase in its national history in which the most dynamic and consistent areas of Federal policy formulation are likely to be in the foreign affairs and defense fields and in overall economic policy—particularly those aspects relating to the control

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

of inflation, to reindustrialization, to energy self-sufficiency, and to export promotion.

The challenge to the foreign language field is to deepen the emerging links between international and foreign language studies within educational establishmnts, and through this difficult but necessary integration, thus serve our national needs for a more secure and economically viable future.

With respect to national security, estimates are that America's defense expenditures will increase by about $1.3 trillion in the next 5 years. Yet the resources to assure brainpower as well as firepower are not similarly forthcoming. Thus, the signal importance of H.R. 3231 is that despite the disappointing record of our Government with respect to funding foreign language, international studies, and exhanges, H.R. 3231 dramatically encourages foreign language study at all levels and restates an essential Federal responsiblitiy to support such programs in the national interest.

With respect to economics, between 1950 and 1979, American exports increased from $10 billion to $175 billion, and American assets abroad grew from $19 billion to $377 billion. Foregin direct investments in the United States rose from $3.4 billion to $40.8 billion. The net impact of all this on the man in the street is that 1-in-7 manufacturing jobs in this country is directly dependent on foreign trade, and that 1-in-3 acres produces food for export.

Yet we could be doing a whole lot better if you consider that there are 300,000 firms in the United States, and only 250 of these firms account for well over 80 percent of Amercia's exports. If we hope to export more in the future, it is axiomatic that we master the languages of the buyer.

Having noted that on the one hand, the times are propitious for integrating national and professional agendas, it is only fair to note that, on the other hand, foreign language educators enter the public arena at just that time when the mood is one of deepest concern with America's fiscal circumstances.

Times have indeed changed, and it will be necessary for the field to realize that if there ever was a good old days phase, we are no longer in one—the point of this anecdote about a Texas rancher and a Vermont farmer, a true metaphor for educators in the 1980's:

> It seems that a Texan was visting some relatives in Vermont and came up on a farmer who lived nearby, and they started to talk. "Well, my friend," said the Texan, "how big a spread your got here?"

The Vermonter responded slowly:

> Well, up there to the north I got about 200 yards, and over there to the west I got 50 yards, and there to the east about another 75 yards, and down there to the south I got about 200. How big a farm you got?

And the Texan said, "Well, my friend, my spread is so big that I can get into my car in the morning at sunup and drive all day long, and at sunset I'm still not at the end of my land."

"Ayup," replied the Vermonter, "I once had a car like that."

So times really have changed.

Someone once said that an optimist builds castles in the sky, a dreamer lives there, and a realist collects rent from both of them. Let us work with you and the Congress to make sure that we actually get to move into this particular castle.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

H.R. 3231 is not intended to provide a comprehensive answer to all of the endemic problems of foreign language and international studies, but it does include these needed elements:

One, H.R. 3231 ties American foreign language competence to America's military, political and economic security and future viability;

Two, in section 2, the emphasis is on those constitutionally responsible for the provision of educational services—the States. As such, by funding model local projects through the State educational agencies, H.R. 3231 respects, embodies and energizes the so-called "new federalism." Cost and responsibilities are truly shared;

Three, alternative instructional modes are stressed, as is access to quality language instruction. If it remains true that one in five high schools offers no instruction in any foreign language, modern or ancient, then H.R. 3231 plays a needed role in assuring equal educational opportunity, open access to all students to attain a vocationally as well as personally valuable foreign language skill;

Four, section 3 enhances the prospects that more postsecondary institutions will require foreign language instruction of students; and

Five, study beyond the entry-level years is furthered in this bill.

Without going into detail, suffice it to say that a creative and necessary partnership has evolved between the public and private sectors with respect to H.R. 3231. This partnership must be strengthened so that these necessary steps will be taken.

One, public and political support must be registered so that H.R. 3231 is both passed and appropriated; and

Two, administrative officials and representatives of the foreign language teaching professional groups must collaborate in the design of effective guidelines for the use of any funds. In such a fashion, proficiency, quality and continuity of effort will be natural consequences of programming funded under the aegis of this bold new bill.

Mr. Chairman, in conclusion let me focus on the three areas which you posed. You asked first about my own experience with languages. My experience with our language failures is, of course, deeply personal. As the eldest daughter of immigrant parents, I was taught that the maintenance of my parents' mother tongue was a social liability in this country, a mark of inferior social status.

As a high school student, I was required to take a foreign language sequence to be in the college-bound curriculum. Luckily, an excellent Spanish teacher and an overseas experience as a Red Cross volunteer in Chile in 1960 propelled me to a fluency level and degree of interest not typical of the general student.

As an undergraduate, my interests waned in that the literary approach in the language department was not useful to me, and the attitude of the professors was often repugnant to boot.

After graudate school, I both taught and used my Spanish and Portuguese, moved on to administrative duties in the university, and then on to language-related assignments such as that of Deputy Director for Latin America and the Caribbean for the peace Corps.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Forgive the autobiography, but in terms of my own lifelong involvement with foreign languages, I can say that an excellent teacher, an overseas experience, a vocational need, and a personal joy in being able to communicate with others in their language and on their terms has been uniquely rewarding.

Naturally, I am describing an ideal situation, but I still believe that access to quality instruction at all levels, plus an emphasis on the utility and personal enrichment of foreign language proficiency are keys to future student motivation and subsequent performance.

You also asked for my comments on the strategic and economic importance of having citizens well-versed in languages. My answer has been included, at least obliquely, in the text of my comments. With your permission, I would like to insert a recent article and speech for the record, both of which provide a more adequate statement of need.

Mr. SIMON. It will be inserted in the record.

[Material submitted by Rose Hayden follows:]

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

THE FUTURE IS NOW: SERVING NATIONAL NEEDS THROUGH INTERNATIONAL STUDIES

(Remarks by Dr. Rose Lee Hayden presented at the May, 1981 meeting of the Northeast Conference. Dr. Hayden, former Staff Director of U.S. Government Exchanges Policy in the International Communication Agency, is now the Executive Director of the National Council on Foreign Language and International Studies.)

To quote Jacquin's Postulate on democratic government: "No man's life, liberty or property are safe while the legislature is in session." This has always been particularly true when the topic of legislative attention has been foreign language and international studies support. At just this moment in our national history when the world is so tightly wired together that a short circuit could fry all of us, support for foreign language and international studies once again experiences underwhelming increases and an uncertain future in these budget-cutting times.

It is surely appropriate that I am with you today, my last official day of service in Washington, D.C. as the soon-to-be former Staff Director of U.S. Government Exchanges Policy in the International Communication Agency. The reason that this is so is that I am about to begin a most challenging assignment as Executive Director of the National Council on Foreign Language and International Studies. The National Council, as you know, was established in 1980 upon the recommendation of the President's Commission on Foreign Language and International Studies. Created as a joint effort by private foundations, business corporations, and government agencies, the Council is a non-profit organization focusing public attention on the crucial importance

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

to the United States of effective communication with and comprehensive understanding of the world beyond our borders. The primary task of the Council is to make a coherent, persuasive, and persistent case that high-quality foreign language and international studies are truly vital to America's future. Council members are distinguished citizens from various walks of life and different regions of the country who share a concern that the present decline of foreign language and international studies endangers our national well-being -- our security, our commercial competitiveness, and the quality of our educational system. Finally, the Council's interests encompass all elements of language and international studies in the United States: advanced training and research; overseas study; global awareness; primary, secondary and collegiate education; citizen and community education; and the needs of business, labor and government. In sum, the Council strives to prove to the general public and to policy-makers alike that indeed, the future <u>is</u> now and that our national needs can be more adequately served through foreign language and international competencies.

In my remarks this morning, I will not repeat the excellent insights and suggestions which appear in your conference volume. In all of my professional life, I have never been more impressed with the intellectual preparation and sensible approach of any group as much as I have been favorably oriented by your own, the Northeast Conference. I congratualte the authors and editors for an outstanding job, and salute all of you for participating in what promises to be

84-188 O—81——4

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

a first-rate, timely and exceptionally interesting conference. This morning I prefer to concentrate on the politics of the field of foreign language and international studies in the sense of presenting the case in the national interest, and will conclude by citing some promising developments in the field itself.

Truly, our professional interests in foreign language education have never been more compatible and more visible to an ever-growing segment of our population. The recent election and subsequent developments suggest very strongly that the United States is entering a marked phase in its national history in which the most dynamic and consistent areas of federal policy formulation are likely to be in the foreign affairs and defense fields and in overall economic policy -- particularly those aspects relating to the control of inflation, to reindustrialization, to energy self-sufficiency, and to export promotion. Our challenge as a field is to deepen the emerging links between international and foreign language studies within educational establishments, and through this difficult but necessary integration, thus serve our national needs for a more secure and economically viable future. Yes, I will turn to specifics shortly.

Having noted that on the one hand, the times are propitious for integrating national and professional agendas, it is only fair to note, on the other hand, that foreign language educators enter the public arena at just that time when the mood is one of deepest concern with America's fiscal circumstances. Times have indeed changed, and it will be

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

necessary for the field to realize that if there was ever a "good old days" phase, we are no longer in one - the point of this anecdote about a Texas rancher and a Vermont farmer, a true metaphor for educators in the 1980's:

> A Texan was visiting some relatives in Vermont and came upon a farmer who lived nearby and they started to talk. "Well, my friend," said the Texan, "how big a spread you got here?" The Vermonter responded slowly, "Well, up there to the north I got about 200 yards, and over there to the west I got 50 yards, and other there to the east about another 75 yards, and down there to the south I got about 200. How big a farm you got?" And the Texan said, "Well, my friend, my spread is so big that I can get into my car in the morning at sun-up and drive all day long and at sunset I'm still not at the end of my land." "Ayup," replied the Vermonter, "I once had a car like that."

Things have changed, and the following no doubt applies to our own as well as other fields of endeavor; an optimist builds castles in the sky... a dreamer lives there... a realist collects rent from both of them. We must transform ourselves from tenants into landlords, from dreamers into realists, I suppose, to meet the challenge of developing our programs in an age of fiscal weariness.

It is time to spend a few moments now outlining why our topic is in fact central to America's national security, political and educational interests, and what professionals can do about the decline of foreign language and international studies programs in the past decades. The following facts, appearing in the May, 1981 issue of Harper's, in the section entitled "The Public Record" cannot be calmly absorbed by either patriot or cynic:

- The United States continues to be the only country in the world where you can graduate from college without having had one year of a foreign language prior to and during the university years.
- If China's Deng Xiaoping had not brought his own interpreter with him for his discussions with

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

his negotiations may well have gone uncomprehended given the fact that the U.S. government does not employ anyone fully qualified to simultaneously interpret from Chinese to English.

- Fewer than ten people in this country know any of the languages of Soviet Central Asia. Only two or three of them have sufficient experience and scholarly background to serve our government.

- In the Soviet Union, there are almost ten million students of English, but there are only 28,000 students of Russian in the United States.

- At the height of the Iranian crisis, only one Western reporter could speak Farsi at the time, and he represented the BBC.

- Only one out of twenty of our high school students studies French, German, or Russian beyond the second year, and of our eleven million or so U.S. students enrolled in higher education, fewer than one percent study languages which are used by three-quarters of the world's population.

- A Roper Poll last year revealed that forty-nine percent of Americans surveyed believed that foreign trade was either irrelevant or harmful to the United States, despite the fact that one of seven manufacturing jobs relies on such trade, and one of three of our acres of land produces for export.

- A 1977 survey of all the collegiate schools of business in the United States revealed that of close to 4,000 PhD and DBA graduates, fewer than ten percent had ever taken a course related to international business.

- Pan American had to interview 16,000 applicants in 1977 to fill forty flight attendant positions. Almost seventy percent of the applicants were rejected because of insufficient language skills.

- Of all our students spending an academic year studying overseas, over eighty percent are in Canada or Europe, yet close to eighty percent of the world's population resides in Latin America, Asia, and Africa. In terms of study abroad students, Latin America attracts about eight percent, seven percent go to Asia, and Africa receives an underwhelming zero percent.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

- The Tax Fairness Committee last year estimated that the United States loses about five percent of its overall trade potential given business' heavy reliance on hiring foreign nationals to represent subsidiaries around the world. Our economy, however, is increasingly dependent on successful international competition, and a greater and greater percentage of our GNP is tied up in importing and exporting. Thus, in 1960, we exported about five percent of our GNP and imported about four percent, while in 1980, we exported thirteen percent and imported twelve. If this trend continues, even in part, it is not difficult to imagine the size of this effort by the end of this century.

Leaving the pedagogical issues to you at this conference, I would like to focus on business today. Are we prepared, as educators, to meet America's national challenge of promoting trade? Certainly not if Professor Ricks' bevy of business blunders is allowed to continue. Just listen to this:

- Most blunders spring from cultural misunderstandings. A baby food company, with a picture of a healthy little baby on the jar, learned that some illiterate people depend on the package to tell them just what is inside. In this case, they assumed they were being sold ground-up baby and were understandably reluctant buyers.

- An American hamburger chain decided that they would extend their dealings in Munich. To determine where to place the facility, they surveyed frequently traveled sections of that German city. When the fast food operation was ready to open, anxious employees braced themselves for a hungry horde that never arrived. It seems that company officials never asked just why that section of the city was so popular. Too late they learned that a popular brothel was just down the street. Quote:"A lot of people were passing by, but they weren't interested in hamburgers."

- In yet another German incident, "Come Alive With Pepsi" was translated "Come Alive Out of the Grave with Pepsi." Again, the advertising effect was not appealing.

- General Motors had difficulty marketing its Chevrolet NOVA in its Latin American dealerships until they changed its name. The reason is simple -- NOVA when spoken sounds like "No va" in Spanish which means "it doesn't run."

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

- The Parker Pen Company once inadvertently advertised that one of its products helped to prevent unwanted pregnancies when what it meant to say was that leaks and stains and unwanted embarrassment would be avoided.

It is perplexing, to me at least, that business rhetoric about the importance of language and area skills does not in any consistent fashion match business hiring practices. That businessmen are increasingly sympathetic to our cause was revealed in a recent survey conducted by Westchester Community College. Company executives that lived in the County were surveyed as to their thoughts on the value of learning foreign languages, and their response was enthusiastic and supportive. I urge you to obtain a copy of the survey for use with your school boards, with parents, and with administrators happy to cut language programs in these difficult monetary times.

One often is exposed to nonsense when analyzing why it is that the United States chooses not to learn foreign languages. One of the most ridiculous prevailing prejudices is that somehow people from other nations are born with a unique genetic code that enables them to unravel other languages with ease, while Americans simply lack the native ability to learn about other peoples, cultures and languages. Baloney. Other nations and peoples are more successful because they are motivated to learn other languages, they invest in instruction, and students spend a whole lot of time dedicating themselves to some degree of mastery.

That people in other lands have different attitudes toward language learning is obvious. One motivation is certainly to learn English or another world-use language. Language acquisition is often tied to social mobility. In the United States, speaking a second language, the languages of immigration, was often considered a mark of inferior social status.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Finally, other educational systems are not as comprehensive as ours. Most systems are highly elitist, with distinct tracks for those who will lead and those who will follow. Our system is one of the few in which so many persons have access to education at all levels. The real challenge to all of us is to assure that there is access and that instruction is excellent. One need not be labeled an "elitist" to insist on proficiency and standards in language learning.

Other nations have something to teach us about second-language acquisition. This is not the place to enter into discussions of comparative educational practices, but the language teachers of this nation represent part of an international guild dedicated to one of the most frustrating and difficult tasks in the curriculum. If only some of the Japanese enthusiasm could rub off on our students. Did you know that during a baseball game between two Japanese teams, the broadcast was being sent out in English and in Japanese? The viewers called in saying it was great to be able to watch the game and be able to practice their English. Can you imagine just what would break loose in this country if the Super Bowl was beamed out in Russian or German or Spanish, let alone in Arabic, Chinese, Japanese or Swahili? Also, an American woman was accosted in her hotel lobby by three young Japanese medical students who didn't want to play doctor. They wanted to buy her a drink and to practice their English.

Congressman Paul Simon once surveyed 74 nations to see what languages were required in schools around the world. Even countries like Botswana require more languages by the fourth grade than we require altogether.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

To get into a university in Austria, you must have eight years of living foreign language plus four years of Latin. In the Arab Emirates, English is required from fifth through twelfth grades, while in Egypt, starting in the sixth grade, six years of English study are required. Honduras expects its students to fulfill a five-year foreign language requirement, India has a complex system requiring all students to study two languages other than the mother tongue. The Swedes, contrary to American opinion that they are born that way, have studied nine full years of English by the time they graduate from high school, and have also studied either French or German from grade seven on. Almost all Soviet students take one foreign language in high school, one is required for university graduation, and a second or third foreign language is required in graduate school. In the United States, one in five high schools does not offer instruction in any language - modern or ancient. Requirements have fallen off, and competence is laughable.

Let me conclude this section of my remarks by making a simple statement: Americans need to know about the rest of the world or we are going to be increasingly at its mercy. Despite George Washington's warning about entangling alliances, where else but in America could you watch a bicentennial minute, sponsored by a Dutch oil company on a Japanese television set? At least five reasons for enhancing our competence, for closing the gap between our educational system and the national interest come to mind:

-- The first reason we Americans must globalize education is elemental - survival. We must sustain informed connections in order to survive in a competitive and nuclear system.

-- The second reason is humanitarian. If the "haves" of this world do not care and share, we will have little claim to self-decency. We will also live in an even more unstable

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

-- The third reason for attempting, through education, to relate to all peoples and cultures is an inherently selfish as opposed to alturistic one - the need for shared brain-power. Scientific breakthroughs respect no national borders nor languages. Knowledge must be shared to attack our species' seemingly intractable problems: energy, crime, injustice, disease, hunger, population, and so on. As Paul Valery once remarked: "The trouble with our times is that the future just is not what it used to be."

-- If security, compassion or survival do not appeal, another reason for other-culture learning would be prescribed as the insulin to counteract what one observer termed "the excess sugar of a diabetic culture." One way to avoid a national nervous breakdown is to be aware of the dazzling diversity and joy of human expression, both around the world and within our own borders. Full appreciation of human existence in music, dance, drama, the arts, sports, cooking, literature, gardening, religious rites is unattainable without an education which opens the mind and cultivates taste. There are just so many re-runs of Kojak that any people can ultimately tolerate.

-- Finally, no democratic leadership, however motivated to build a peaceful world order can long risk outrunning the capacity of its people to interpret and respond intelligently to global challenges and opportunities. The internationalizing mission of the schools is clearly tied to the national need for a citizenry sophisticated enough to be able to cope with international realities.

In sum, this nation requires that our educational system produce at least a minimal cadre of experts about other peoples and cultures; professionals in business and government who can transact negotiations across national borders; scientists and technicians who can extend and share human knowledge on a global basis; and citizens knowledgeable enough to support tough leadership decisions and policies in a dangerous and complicated world.

Just where do we stand, politically, and just what is happening in Washington which affects our profession? Let me briefly share some thoughts about recent developments. A major theme of our recent election, and one supported by most Americans is the reassertion of America's vision

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

11/ Hayden Speech

and role in the world arena. While from its birth this nation has always been part and parcel of international commerce and politics, the degree to which America's history is being shaped by external forces has never been greater.

The Reagan Administration, Congress and by extension all Americans want to improve U.S. political leverage abroad, enhance national security and increase private sector involvement in the conduct of trade and diplomacy. It is my conviction that one of the most cost-effective, proven instruments of influence -- international experience and foreign language competence -- directly serves America's national interests and serves them quite well. Furthermore, I firmly believe that one of the more practical, substantive steps which the current Administration can take to realize the vision of a strong America in the world is to reverse the serious decline in federal support for international education, research, exchanges, and foreign language instruction. Support of these programs symbolizes our willingness to reinvest in our future. For in a world of alarming headlines, Americans need direct and personal international contacts and competencies possessed by far too few today. Given the twin challenges of reindustrialization and getting America back to work, knowledge about and access to international markets is the name of the game. There are over 300,000 firms in the United States, yet only 250 of these account for over eighty percent of America's total exports. Where will we recruit the kinds of cosmopolitan managers our economy requires if not from among those Americans educated for the world view as well as for the immediate managerial tasks of any given firm?

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

12/ Hayden Speech

Of all the resources that make American diplomacy effective, few have been as neglected and misunderstood as the educational, linguistic and cultural affairs components of American foreign policy. All the weapons in our expensive arsenal are insufficient if we continue to underinvest in the non-military aspects of our defense -- political, economic, educational and cultural alliances which serve to counteract the distorted images of America in the minds of men and women everywhere. We assure our place in a more amenable world order through the sharing of information, technology, and ultimately, of basic human values. In such a fashion, we shape rather than merely cope with international events.

Unfortunately, the federal investment in our field is fast diminishing, even as defense spending is projected for $1.3 trillion increases over the next five years. The Fulbright Program, a major vehicle for the exchange of persons, has, since 1946, sent 45,000 Americans to foreign countries and brought 85,000 foreign students, teachers and scholars to our shores. In real terms, the program now operates at only 60% of its 1965 levels. Funding for Title VI of the Higher Education Act, which supports language and area studies programs, is projected for stiff cuts in FY 1982. The Peace Corps, which fielded 15,000 volunteers per year in the mid-Sixties now barely fields 5,500. We all know what is happening to the National Endowment for the Humanities and the National Science Foundation. The International Communication Agency is given less money to tell America's story overseas than Proctor and Gamble's annual advertising budget. Should we be surprised, then, when other nations do not like us or fail to understand us? We are simply not willing to foot the bill for assuring American competence and influence, for "brainpower"

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

as opposed to "firepower." There is a false frugality at work. Of course, a strong military is important, but arms do not represent the sole instrument of America's security. Surely the American taxpayers deserve more cost-efficient spending in the name of national security.

Both our allies and our adversaries seem fully mindful of the political and economic advantages that accrue when Third World leaders are educated in their countries, are trained to utilize their technologies, and are participants in their social, political and cultural life. Soviet information/cultural expenditures are estimated to total some $2 billion annually -- at least four times the U.S. investment. Only 1,800 Africans studied in the United States under our sponsorship last year. The Soviets supported 24,000.

To continue with comparisons, France and the Federal Republic of Germany commit almost 1% of their national budgets to educational, cultural, and informational activities; the U.S. only 0.1%. Helmut Schmidt has defined politics, commerce and public diplomacy as the "three pillars" of German policy. The government of France asserts that "cultural relations are as important as politics and trade and perhaps more important" to key interests.

Americans cannot and will not accept the decline of this nation's international presence and viability, let alone its reputation. We have never shirked our global responsibilities, nor are we about to ignore our global opportunities. And the most telling fact of our times is that we now know that the world is not, nor will it ever be a better place should America withdraw.However, if our profession does not begin to address the broad national agenda and make a perceptible difference, then I fear that the above bleak realities about American competence will not

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

change.

Let me conclude by citing some evidence of progress in our field. These examples prove that the three sectors that you yourselves have identified are cooperating to create public awareness and competence -- the sectors being professional, public and political groups.

Whereas the federal government is not, has not, and will not be the best place to invest expectations, and local and state activity will be the key to the next phase of progress, several legislative initiatives must be mentioned as significant. Late in 1980, the House and Senate did pass a Joint Resolution (#301) which stated the concern of the Congress that there is a national need "to strengthen course offerings and requirements in foreign language studies and international studies in the Nation's schools, colleges and universities." In addition, Congressman Simon has reintroduced the Foreign Language Assistance Act (H.R.3231), and Congressman Henry Gonzalez is in favor of a bill to establish a National Commission for the Preservation of Language Resources.

In the bureaucracies, some hopeful signs are present as well. The Comptroller General told the State Department that for the first time language competency outside a language-designated position will be recognized for reward -- fiscal and promotion -- and that the re-use of language skills already developed will be rewarded. The International Communication Agency plans to increase attention to its programming under the auspices of its Private Sector Programs Office which supports community-based efforts to assist Americans to learn more about the world. Citizen understanding programs continue to be supported in the

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Department of Education, where cuts in programs other than the international ones have been exceptionally severe. A new section of the Department's program is aimed at promoting U.S. export performance, and there are some of us who hope that all of you will press for appropriations for this section. The Agency for International Development is also being told to "beef up" private sector programming. The Fund for the Improvement of Postsecondary Education and the National Institute of Education are finally beginning to show interest in supporting foreign language and international studies grants.

On the professional front, new coalitions are springing up, such as the International Education Exchanges Liaison Group, the Joint National Committee for Language, the Global Perspectives group, and the International Research Opportunities Board. Entering the political process effectively is a must if our field is to contribute to America's needs for international security and economic success.

We must be prepared for a sustained effort on our part as it is not an accepted part of our political culture to be a "cultured person." The political constraints are real, and include American attitudes about self-sufficiency; dislike of any possible inference of world government; fears about acculturation of immigrants; the lack of trained teachers and materials; a return to the "Basics" but not to language education; a heavy emphasis on teaching about literature and not on teaching skills; and more - so much more.

From the President all the way down the line, foreign language competence has not been a strong suit of our people. Historically speaking, a researcher named John Krueger, discovered that on the whole,

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

-- John Adams, our second President, was a Latin master in a grammar school and knew some French. John Quincy Adams actually spoke French and Dutch and was fully bilingual when he was fourteen years old. Chester Arthur was a Latin classics major.

-- Millard Filmore -- remember him? -- refused to accept an honorary degree from Oxford University in England on the grounds that it was written in Latin and no one ought to accept what he himself cannot read. Herbert Hoover failed German in 1893. Franklin Roosevelt did not use an interpreter when dealing with DeGaulle. De Gaulle wished he had. Teddy Roosevelt spoke softly -- French and German that is -- an carried a big stick. When former King Carroll of Rumania once tried to engage Harry Truman in a conversation and asked him: "Do you speak French?" Truman replied, "No French, and very little English." The King got the message and left.

The political woods, in sum, may not be lovely, but they are dark and deep and as a field, we have miles to go before we can sleep easily. Not much, afterall, can be cut in the federal budget. Our programs are small and quite vulnerable, lacking as they do a vocal constituency, and running up against deeply held American prejudices and practices. For language programs to be successful at all political levels of support, we must prove that we are effective, and present convincing data in that regard. Most funding comes from the state, local, and institutional level, yet few lobbying efforts are ever directed at the Golden Goose. Congressmen at all levels rarely hear from their constituents in support of foreign language and international studies programs. We must move beyond preaching to the converted in the political arena, and on the professional front, we must assure our supporters that students of foreign languages will attain a respectable level of fluency. Fluency, after all, is the most potent motivation for attracting students of all ages.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

17/ Hayden Speech

Ladies and Gentlemen, there is much to be done and you are doing it. At all levels, efforts are underway to forge a truly operational link between the national interest and foreign language and international studies.State education departments are moving to require more adequate curricular sequences for students; magnet international high schools are beginning to spring up across the country; more and more institutions are requiring foreign language competencies for graduates; national associations have sponsored and continue to sponsor international committees; some states have set up their own Foreign Language and International Studies Commissions (e.g. Oregon and Hawaii) while others have passed legislation and resolutions in support of our field (e.g. Michigan, Pennsylvania, and North Carolina); and public opinion is increasingly on our side.

And just to show you that no nation has a monopoly on the secret to successful foreign language instruction, and that we must all work continually to improve the reach and effectiveness of our programs, I end my comments to you with this quote(taken from an elevator door in a Rumanian hotel lobby)which appeared in American Way magazine: "THE LIFT IS BEING FIXED FOR THE NEXT DAYS. DURING THAT TIME, WE REGRET THAT YOU WILL BE UNBEARABLE."

Hoping that I have not abused your patience and intelligence and have not been similarly unbearable, I thank you all for your attention and wish you every success with this fine conference.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

HARPERS'

May, 1981

THE PUBLIC RECORD

XENOPHOBIA

The United States continues to be the only country where you can graduate from college without having had one year of a foreign language prior to and during the university years.*

* Rep. Paul Simon (Dem.-Ill.), *The Tongue Tied American*, Continuum, N.Y., 1980.

Most area specialist officers in the Executive Branch, including the intelligence services, do not, and usually cannot, read the materials of greatest concern to them in the original, and cannot converse in their foreign counterparts' native language beyond mere pleasantries.*

* *Ibid.*

When President Carter was in Poland in December 1977, his wish to "learn your opinions and understand your desires for the future" came out in translation as "I desire the Poles carnally."*

* *Ibid.*

If Deng Xiaoping, China's senior deputy prime minister, had not brought with him an interpreter skilled in English, his discourse with President Carter in January 1979 might have gone uncomprehended. The United States government, it turns out, does not employ anyone fully qualified to simultaneously interpret from Chinese to English.*

* James Barron, "Teaching Foreign Tongues Continues to Decline," *The New York Times*, June 17, 1979.

The State Department no longer requires any background in another language as a condition of entry into the Foreign Service.*

* Rep. Paul Simon, *op. cit.*

In Teheran in 1978 only nine of sixty foreign-service officers could speak *minimal* Farsi. In Pakistan only five of thirty-two of America's diplomatic officials are required to be proficient in Urdu. In Kenya, only one officer in twenty-two at the American embassy is required to speak Swahili.*

* J. William Fulbright, "Our linguistic and cultural myopia is losing us friends," *The Bridge*, Summer 1980. (Reprinted with permission from *Newsweek*.)

No one in the U.S. embassy in India speaks Hindi.*

* Rep. Paul Simon, *op. cit.*

When a Russian sought political asylum in the U.S. embassy in Kabul, he was unable to find anyone who spoke Russian.*

* Interview with Rose Hayden, former staff director of U.S. government exchange policy, USICA, January 1981.

Only three positions in the State Department require proficiency in the Persian language spoken in Afghanistan.*

* Barbara Burn and James Perkins, *Annals of the American Academy of Political and Social Science*, May 1980.

Fewer than ten people in this country know any of the languages of Soviet Central Asia. Only two or three of them have sufficient experience and scholarly background to serve our government.*

* Allen Kassof, executive director, National Council on Foreign Language and International Studies. From a taped lecture to the Council of Graduate Schools, November 1980.

The office of the secretary of defense has about 1,500 employees, yet only one job was specifically reserved for someone with foreign-language skills, and that was for a Russian-speaking SALT treaty coordinator—a post filled by someone who does not speak Russian.*

* *Ibid.*

The European division of the office of the secretary of defense has seventy to eighty employees, who deal mainly with base site negotiations. None of the staff speaks German or French.*

* *Ibid.*

About 25 percent of army and navy jobs for which foreign-language skills are deemed essential remain unfilled. About 20 percent of such positions in the air force and 35 percent in the Marines remain unfilled.*

* *The New York Times*, January 4, 1981.

In the Soviet Union there are almost ten million students of English, but there are only 28,000 students of Russian in the United States.*

* Shirley M. Hufstedler, former secretary of education, *The New York Times Magazine*, January 11, 1981.

Only one Western reporter could speak Farsi at the height of the Iran crisis, and he represented the BBC.*

* Rep. Paul Simon, *op. cit.*

From "America Globally Blind, Deaf, and Dumb," compiled by Joseph Lurie, Director of International Education, Adelphi University, Garden City, N.Y., 1981.

64

84-188 O—81——5

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

While the Voice of America broadcasts some 800 hours per week in thirty-eight languages on few frequencies, often with weak signals, the Soviets broadcast 2,000 hours in eighty-five languages on many more frequencies, with more powerful signals.*

* The *Washington Star*, August 9, 1980.

Only one out of twenty public high-school students studies French, German, or Russian beyond the second year.*

* The President's Commission on Foreign Language and International Studies, November 1979.

Of the eleven million U.S. students seeking graduate and undergraduate degrees, fewer than 1 percent are studying the languages used by three fourths of the world's population.*

* Rep. Paul Simon, *op. cit.*

President Reagan's nomination of William P. Clark for deputy secretary of state met with ridicule in the foreign press. *De Volkskrant*, an Amsterdam daily, called him a "nitwit," the *Daily Express* of London ran the headline, "Ask Me Another," and the Soviet press agency Tass stated, "for all practical purposes he knows nothing about foreign policy." Mr. Clark had admitted to the Senate Foreign Relations Committee that he didn't know the names of the prime ministers of Zimbabwe and South Africa.*

* From an Associated Press report, *The New York Times*, February 5, 1981.

A recent study of American schoolchildren's knowledge and perception of other nations showed that 40 percent of twelfth graders could not locate Egypt and that 20 percent could not locate France or China. Only 5 percent of prospective teachers study international affairs or foreign peoples.*

* Presidential Commission Report on Languages and International Relations.

In a recent UNESCO education study of 30,000 ten- and fourteen-year-olds in nine countries, American students ranked next to last in their comprehension of foreign cultures.*

* Fred Hechinger, *The New York Times*, March 13, 1979.

A national assessment of the world knowledge of high-school seniors showed that 40 percent thought Israel was an Arab nation, and only somewhat fewer that Golda Meir was president of Egypt.*

* *Change* magazine, October 1978.

A 1977 Gallup poll showed that 50 percent of all Americans did not know that the United States must import petroleum. Less than 10 percent knew we were importing one half of our energy requirements.*

* Gallup poll of 1977.

Federal funds for international education have declined in real dollars by 50 percent. Private corporate funding in this field represents less than 2 percent of all gifts and grants given.*

* Rose Hayden, "The World and You," pamphlet, 1977.

Despite repeated attempts to increase its external research funding, the Bureau of Intelligence and Research received a 1978 budget allocation of only $1 million, giving the State Department one of the smallest research and development budgets of any federal agency.*

* Rose Hayden to the House Subcommittee on International Security and Scientific Affairs, March 22, 1978.

A 1980 Roper poll revealed that 49 percent of Americans surveyed believed that foreign trade was either irrelevant or harmful to the United States economy, despite the fact that one of three U.S. acres produces for export and one of six manufacturing jobs is directly dependent on foreign trade.*

* Interview with Rose Hayden, January 1981.

"Body by Fisher," describing a General Motors product, translated as "Corpse by Fisher" in Flemish, which did not help sales. Schweppes Tonic Water was advertised in Italy as "bathroom water." Cue toothpaste, a Colgate-Palmolive product, was advertised in France without translation errors, but Cue happens to be the name of a widely circulated book on oral sex. A laundry soap ad in Quebec promised users "clean genitals." "Come Alive with Pepsi" almost appeared in the Chinese version of *Reader's Digest* as "Pepsi Brings Your Ancestors Back from the Grave."*

* Rep. Paul Simon, *op. cit.*

When General Motors put out its Chevrolet Nova, apparently no one thought of foreign sales. Nova, when spoken as two words in Spanish, means "It doesn't go." Not surprisingly, sales in Puerto Rico and Latin America were few. With the name hastily changed to Caribe, the car sold well.*

* *Ibid.*

A 1977 survey of business-school graduates showed that 75 percent of recent Ph.D.'s and D.B.A.'s hadn't taken any international courses and that another 10 percent had taken only one international course.*

* Barbara Burn, *Expanding the International Dimensions of Higher Education*, Jossey-Bass, San Francisco, 1980.

Pan Am had to interview 16,000 applicants in 1977 to fill forty flight-attendant positions. Almost 70 percent of the applicants were rejected because of insufficient language skills.*

* *Ibid.*

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Ms. HAYDEN. I should say that none of this is new to you. After all, you wrote the book, "The Tongue-Tied American," as well as the Law.

Finally, H.R. 3231, as I have suggested, is a timely statement of public importance, which forges a new relationship between the Government and the schools and universities of this Nation, in the service of addressing the critical challenge of extending America's global competence. It stimulates public awareness of the problem and suggests concrete incentives to facilitate action. Viewed in the context of an uneven and even fickle Federal involvement with our field, H.R. 3231 represents a critical, positive step to meld public purpose with private initiatives. It requires the endorsement of all branches and levels of government, of business, of the media, and of educators if it is to succeed. As its chief architect, we applaud your vision and stand ready to assist you as you indicate.

From the President all the way down the line, foreign language competence has not been a strong suit of our people. Historically speaking, a researcher named John Krueger discovered that on the whole, our Presidents were not and are not speakers of foreign languages, to wit:

John Adams, our second President, was a Latin master in a grammar school and knew some French.

John Quincy Adams actually spoke French and Dutch and was fully bilingual when he was 14 years old.

Chester Arthur was a Latin classics major.

Millard Filmore—remember him?—refused to accept an honorary degree from Oxford University in England on the grounds that it was written in Latin and no one ought to accept what he himself cannot read.

Herbert Hoover failed German in 1893.

Franklin Roosevelt did not use an interpreter when dealing with deGaulle—deGaulle wished he had.

Teddy Roosevelt spoke softly—French and German that is—and carried a big stick. When former King Carroll of Romania once tried to engage Harry Truman in a conversation and asked him: "Do you speak French?" Truman replied, "No French, and very little English." The King got the message and left.

I think that we Americans have to get the message and change our habits of arrogance and apathy with respect to others.

We are often exposed to nonsense when analyzing why it is that Americans do not learn foreign languages. The implication is that we cannot change. One of the most ridiculous prevailing prejudices is that somehow people from other nations are born with a unique genetic code that enables them to unravel other languages with ease, while Americans simply lack the native ability to learn about other peoples, cultures and languages.

Baloney.

Other nations and peoples are more successful because they are motivated to learn other languages, they invest heavily in such instruction, and students spend a whole lot of time dedicating themselves to some degree of mastery. If we choose to confront our linguistic paralysis, I, for one, am convinced we can achieve impressive results.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

By increasing its modest investment in foreign language instruction, the Federal Government can take a demonstrable step toward reversing the decline of American influence abroad by extending American competence in world affairs.

As a nation, the United States must invest its energies, talents, and resources so that its level of international influence and respect remain commensurate with its actual power.

America has always met her international challenges. Indeed, we now know that the world is not nor will it ever be a better place should America withdraw from its global vision and role.

H.R. 3231 is, admittedly, only one modest response to an enormous national challenge. Nonetheless, its very existence both for our field and our Nation gives any collective response to America's international quest some promise of future achievement. That, in and of itself, is significant.

Mr. SIMON. Thank you very much.

I think what I would like to do is hear Dr. Eliason and direct questions to both of you.

Doctor?

STATEMENT OF O. LeGRANDE ELIASON, PRESIDENT, ELIASON INTERNATIONAL

Mr. ELIASON. Thank you, Mr. Chairman.

As you can see, this is a $100 bill.

Anata wa kono yo na biru ga watakushi ni kudasainasen ka?

Obviously, Mr. Simon, you did not understand that I invited you to give me another $100 bill that looked just like this one. Sometimes this is misinterpreted with this kind of an introduction to accept my $100 bill.

I think of the frustration that must have existed in the American Embassy in Afghanistan when the Russian soldier tried to defect. I can see American personnel running aroung hither and yon, and the Russian probably speaking louder and louder thinking that louder means clearer and this has been my experience when I have been in situations or observed situations in which Americans assume this.

Mr. SIMON. If I may interrupt the witness, that Soviet soldier happened to also speak German. There was no one at our embassy at Kabul who spoke either Russian or German.

Mr. ELIASON. I appreciate your book. I have not read it, but I have read excerpts from it, and read quite a bit from your book. One of your phrases concerning the importance of language, it is a key to opening minds and attitudes, to speak, read, write and understand other languages is the beginning and understanding of other people.

Today there is not time for me to enlarge on the number of examples that have happened personally to me. There must be literally thousands and thousands in my 12 years in the Orient, in my interaction with people in the Philippines, Japan, Taiwan, Korea, and the benefits that have come to me as a result of understanding some of these languages is just enumerable.

Language is so important, it seems to me, that one company has stressed hiring language-qualified people and teaching in the tech-

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

nical responsibilities of jobs rather than hiring technicians and trying to train them in language.

I think a problem that is often misunderstood in the United States today is the fact that there is no relationship between the language problem and availability of language-qualified people, there are literally at my beck and call, I suppose, I could say, thousands and tens of thousands of language-qualified people who are interested in obtaining any type of employment in which they can use their language skills.

Some of them are now actively looking, and many of them would willingly change their employment were such positions available to them.

I think the entire problem of language in this country is not the available or unavailability of languages. I think it is the hiring practices of Government and of business.

I think this will nail down the entire problem and I think that if businesses were to hire and give hiring preference to individuals who speak foreign languages, if Government would give hiring preference to individuals who speak foreign languages, I think we would create a demand which would drop down to the public school system and enhance the language training.

Of course, I am in favor of teaching languages at very early ages. In my travels throughout the Far East, I have often envied the young Japanese or Chinese child at their affluency at their own language and I suppose they may envy us for ours.

I think you mentioned in your book and elsewhere, that the State Department does not require an individual to speak a foreign language for being hired and yet that same agency is estimating that it will cost over $8 million to eliminate the language problems within that particular department.

All the Government agencies have estimated over $34 million would be required to train their people to that extent that there would be no language problem.

So my recommendation would be in addition to what I have written that a foreign language coordinating council be organized in which university presidents from prominent universities and prominent business presidents and industrial leaders and Congressmen be called together and evaluate language training within the United States and the use of the foreign languages and there are several things they could do to enhance that.

One thing would be to, as I mentioned previously, to give hiring preference to individuals who speak foreign languages within Government and within business and I would like to see universities matriculate only students who have a background in foreign languages and graduate only students who have achieved a certain level of foreign language study. And I see where a bill that would supplement the universities for the loss and attrition of these students. I think that such a requirement by universities and by government and by business would require individuals going into the universities to have these languages, and businesses would hire on a preferential basis those who have the languages, and this would impact on the public school system, so if the demand would be there, then the supply would automatically come. There would

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

be a much higher demand for engineers resulting in an increased number of engineers.

I think in conclusion, we might compare the language study with the stockpiling of vitamin capsules. Without use, either of them lose their effectiveness.

Also, if I may take a minute to comment on the items that have come to mind as a result of hearing other testimonies here today, while I was in the Air Force a number of years ago, in 1963 I recommended that military people be assigned overseas on the basis of their knowledge of languages as an incentive to get them over there, and do away with the ugly American image that so many of us have over there and our unwillingness to study foreign languages.

I was given 14 lieutenants, each of which knew different languages, and there was a period awaiting intelligence training and none of us could get in because we were awaiting our background investigations and each lieutenant was assigned different cultures to study, et cetera, and they conducted courses down in Texas for every American going abroad to encourage them to study the foreign languages and the culture.

I taught with the University of Southern California and we lived in Korea, and I taught also in the Philippines and Kwajlein and made an effort to learn a little bit of these languages while I was in those countries, having previously studied Japanese and Chinese.

I would like to introduce my wife who is vice president of our company. The opportunities that have come to us as a result of exposure to these languages is just, well, business opportunities for example, my wife is managing director of a Japanese company right now that is going to be bringing 1,000 Japanese students to the United States every year for 1 year of training to become acquainted with English, our culture.

These are the people who are going to be coming back and winning business contracts with us. They are going to be head and shoulders above us, and we ought to be doing more to insure that our people have these opportunities to live abroad.

After terminating Brigham Young University as an administrator, I felt so keenly about this problem that I have formed this Eliason International, formed solely for the purpose of getting individuals placed with international companies where they could use the languages.

I think within 2 weeks to a month I could have 1,000 Japanese Americans, that is, Americans who speak fluent Japanese who would be willing to be hired and sent somewhere where they could use the language.

Last year I offered to provide 400 Chinese linguists free of chare to the United States when we were conducting an expedition in Peking. Chinese laws would not permit them to go in, and they want to use their own interpreters and they did not have hotel space for them, but we have many people within the country who do speak languages and should have this opportunity to use them.

Ambassador Richardson stated this morning just a little knowledge of the language will open tremendous doors and, I think of my experience in Peking last year, when just a short phrase in Tagalog

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

opened up doors with some Philippines and some business opportunities there.

Just a few words I remembered in Russian created an atmosphere where these two Russians, every time they would see me, they would greet me and we would talk, one incident after another, just from a small amount of language, and so this would be my recommendation, that we, overall, I suppose, that we look at our hiring practices within the United States and that we start hiring these people and making languages a desirable thing to acquire.

Thank you, Mr. Chairman.

Mr. SIMON. Thank you.

Your business, as I understand it, is basically a personnel placement business; is that correct? And you charge either the company or the individual for that placement?

Mr. ELIASON. Another professor and I formed the company, and he is continuing his work there, whereas, I terminated and felt I had to put my full energy into it, but it was organized really to correct what I consider to be a big problem.

I felt companies around the United States were not aware we have such language talent in the country. An ambassador from Brazil has written to me, and I get letters from around the world. It is the companies that have to open the doors. I have written thousands of letters, but very few companies respond.

I formed another corporation where I feel that many individuals who desire to work abroad and to use their language skills, they are not prepared, and so we have formed international employment enhancement seminars, so that we can hopefully sometime run around the country and conduct seminars and tell people what opportunities exist, and how to prepare themselves academically with cultural problems and really how to get the job.

There is an awful lot that can be done, and I hope to eventually create a company where we will teach young language students individual exporting laws, assign companies on an importing basis, exporting just one product to get the feel of how to do it, and after they have completed the course, they can be assigned to work full-time with a company and use these skills.

There is so much that can be done that we are not doing.

Mr. SIMON. One of the realities is that if you get to be president of an American corporation, and you have never had any language skills, you tend to think the system that produced me has to be pretty good, and so that it does not seem that important.

One of the other things that businesses could do that would be an asset to them, simply on forms, when you fill out an application for a job, say, do you have knowledge of another language, and you know, what is your relative skill and so forth. Just a little thing, but then business would have a pool of people that, if there are guests from Roumania and go through that list and find someone, you have turned this into an asset for that company if you find someone that speaks Roumanian.

Dr. Hayden, one of the arguments that is used against passing this bill is the argument that says we have a real quality problem, and before we start producing quantity, we better take care of the quality problem.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

I have argued in response that that was the argument that was used against us when we mandated education for the handicapped. One of the big arguments was, we don't have quality, or we don't have the numbers of people, let's not mandate.

We found out when we mandated that in fact we improved the quality in the process, but having said that, I recognize that there is a quality problem. If tomorrow Dr. Rose Hayden were to be named Secretary of Education—and in case there is anyone here from that office, Dr. Bell's job is not in jeopardy as far as I know—but if Rose Hayden were named Secretary of Education, what would you be doing at the Federal level to encourage an improvement in quality education, and then I would like to direct that question to you also.

Ms. HAYDEN. With respect to the original argument that there is somehow a zero-sum relationship in protecting quality, I would like to share with you one of my favorite phrases: There are two kinds of people in the world, those who dichotomize and those who don't. I don't.

The potential for quality is the issue. The fact is that in many respects, having geared up an infrastructural system at all levels of education for language teaching and having watched it erode over time with the student-centered curriculum of the sixties, the dropping of language requirements in higher education, and the spread effect down the line, what we really have in terms of the language profession is like the old car that sits in the driveway. If we don't start it somehow, if this bill is not a good battery to start it up, it will never run. That it may need a new fender and a whole lot of other repairs does not spoil the initial judgment which is to get on with doing something. That will in a sense push that vehicle again, and gear it up so that it performs.

The potential for quality foreign language instruction has never been higher. I think we know more now than we did in the first blush of Sputnik, in the sense that some very interesting breakthrough work is occurring in research on attrition of skills, and on attainment of actual proficiency in the language of study.

It is not enough that someone becomes proficient. We must know about how and when and why and where, one loses that proficiency. We know more about proficiency testing than we used to know, and we are more and more inclined to want to apply it. So my mission, should I decide to accept it as Secretary of Education, would be to try to monitor carefully experimental projects and to take the point of departure, not of institutional need but of individual progress through the system—almost like the pig through the python.

Taking this point of departure, one asks questions like these: What happens to the early learner, the K through 12 student, as he or she moves through the system? Do they go to a middle school that teaches French and on to a high school where either no language is taught, or if it is taught, the student has to start all over again with the same basic text?

The point of departure would be to have very experimental grant programs, a good strong advisory relationship with language professors who are on top of the field with respect to proficiency testing, attrition of language skills, and have a good consciousness

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

about what happens to the learner as he or she goes through the system, and then some of the critical problems of the field could be addressed that effect quality, namely, the provision of more adequate articulation among levels of language instruction, more access to quality education, reinvigorated emphasis on excellence in terms of testing, and most important of all, I think, a recognition that the government would top off worthwhile experiments, would not step on, but rather be in step with those people who want to do this job well.

Mr. SIMON. Thank you. Doctor?

Mr. ELIASON. I surely subscribe to what Dr. Hayden has stated. I think that I would encourage the participation in foreign exchange programs more than perhaps we have been doing, and I would like to get a number of university professors or presidents, rather, together, and encourage them to go for broke literally, I suppose, in some cases by requiring language and matriculation requirements into the universities. When I say universities, institutions of higher education.

Mr. SIMON. That is what this bill encourages, nudges colleges and universities in that direction.

Mr. ELIASON. I support that fully and particularly institutions that have a limited enrollment. I have been riding Brigham Young University for 2 years, while I was still employed and after I left there, encouraging them to put this requirement in. It has been evaluated by the faculty advisory committee and a similar recommendation made.

I suppose there are some concerns there, but they are limited to 25,000 people and turning away thousands every year who are not able to get in, discriminating on a 3.332 GPA, instead of 3.331, well, going up three decimal points.

That is one institution that could be doing something about it. There are others, of course.

I would call them together and say, look, we have got a language problem in the country, you can solve it, and if you take care of this part of the problem, then we think the public schools will start teaching the kids to get into the institution.

Mr. SIMON. The difficulty now is we are not even communicating to the schools that we have a language problem and that is one of the fundamentals.

Ms. HAYDEN. One other comment about how we might look at the reward structure and incentives for this. If one were truly serious about increasing the quality of foreign language instruction, there should be incentives or rewards for those States that toughen up their certification and in-service requirements for foreign language teachers by linking these to a proficiency base.

There should also be some kind of incentive for the outstanding teacher and student. Even if each congressional district gave an outstanding language achievement award to a few students of major languages and to a few teachers of those languages and coupled that with a Fulbright or Peace Corps opportunity or whatever, it would send very powerful signals to educators that we care about performance. We are not only starting the old engine up again, but we want to really fix up this vehicle overall.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Mr. ELIASON. A national language honors program such as the National Spelling Bee or something like that with the different languages would perhaps give some students an incentive to work a little more diligently in the languages and receive recognition for it.

Mr. SIMON. Good, we thank you both very, very much for your testimony.

[The prepared statement of LeGrande Eliason follows:]

PREPARED STATEMENT OF O. LEGRANDE ELIASON, PRESIDENT, ELIASON INTERNATIONAL

After no response to my "Hello!" I was determined to get an answer from this crotchety, dour-looking individual, and then asked, "How are you?" He replied in a gruff manner, "Ya Rossich." I then asked him in Russian, "How are you comrade? How is your wife? There isn't a cloud in the sky," and other phrases remembered from my study of Russian some 20 years ago. By the time the elevator had descended to the first floor we were back-slapping, hand-shaking friends. Just a few words in a foreign language had paid off again.

I. BACKGROUND

For several years my concerns have centered on the failure of government and business to hire the large number of people in the United States who speak foreign languages. My international business was subsequently organized in November 1979 for the purpose of placing with national and international businesses and government, professionally-qualified individuals with foreign language skills.

I terminated my employment at Brigham Young University feeling that my full-time efforts in contacting multinational corporations and government agencies would result in the placement of these people. After all, those whom I would represent speak one or more of some 50–70 different languages and most occupational groups are featured. What I felt would result in a landslide of requests for personnel has become instead a real "selling" job.

I have lived in East Asia for approximately 12 years (Japan, Taiwan, Okinawa, Korea, Philippines, and on Kwajalein in the Marshall Islands) in the capacity of LDS Missionary, USAF Officer, and USC Professor. I speak Japanese and Chinese and have formally studied German (2 years), and one year each of Russian, French, and Spanish. I have also studied a little Korean, Tagalog, and Marshallese.

Business positions currently held include: Chairman and President Eliason International and Chairman and President International Employment Enhancement Seminars. A future goal is to establish an international foreign language and business center within the next 3–5 years.

II. EXPERIENCE WITH LANGUAGE FAILURES

U.S. Representatives Paul Simon and Leon Panetta have noted many problems caused by cultural or foreign language shortcomings. A few more include:

A. *Former President Harry Truman.* President Truman on one occasion addressed Chiang Kai Shek as Mr. Shek instead of Mr. Chiang.[1]

B. *Symposium in Peking/Beidaiho, PRC.*—As a participant at the World Coal/World Mining Symposium in the People's Republic of China last September, I learned that only one caucasian among the 300 plus foreign delegates in attendance from over 30 countries could speak Chinese. That more corporations were not intelligently represented by persons familiar with the culture and language of the host country is unthinkable! A few simple phrases spoken by me in various languages to the delegates resulted in increased social interaction throughout the 10-day activity and enhanced my business contacts.

C. *Tucson elevator.*—A greeting to a Chinese businessman in a Tucson, Arizona, hotel resulted in on-doing communication to the present time (three years later). LIttle did I realize then that this gentleman was the president of an international trade group in Taiwan and that he would be of invaluable assistance to me in the years to come.

D. *Planning ahead.*—A prominent Japanese businessman in Atlanta, Georgia, remarked to me last year that he "loves" America and that it hurt him to see the U.S. in its present economic straits. He expressed his feelings that current business

[1] Tharp, Robert N. Incident related to Chinese Students, July 1963.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

problems in the U.S. stem from our failure to plan for the future; that our financial interests unfortunately center on the "bottom line" each year. His philosophy reflects the patience which characterizes the people of his country. We might note, for example, that corporate representatives of one Japanese company have been in Burma "preparing" for the past 25 years, but have yet to conclude their first sale in that country![2] One wonders how well they speak Burmese.

E. *U.S. Government representatives abroad.*—The U.S. Government has failed to insure that key military commanders and some other government representatives have assigned to them as consultants, persons knowledgeable in the foreign cultures and languages. Mr. Robert Tharp, Director of the Chinese Language Program at Yale University in the late 1950s and 1960s, has long advocated such a policy which would eliminate some of the "problems" caused by our uniformed representatives in foreign lands. Better yet would be that key personnel have a strong command of the foreign languages and understanding of social customs, thereby eliminating the need for consultants. Something is always lost in translation.[3]

F. *U.S. Government language training programs.*—Strong criticism has been levied against various government agencies due to their failure to adequately use the foreign language skills taught to personnel at great expense. The U.S. Government paid dearly for one year of Chinese language instruction for me at Yale University, but subsequently failed to allow me to use my language skills in an official Air Force capacity. Some provisions should be made to insure that language training is not wasted and that maximum use is made of language skills. The use of individuals who already possess language skills should be emphasized.[4]

G. *U.S. Government and business institutions.*—Probably one of the greatest contributors to our "language failure" in the U.S. is the failure of government and business to use the services of individuals who already posses foreign language skills. Reasons for this neglect may include:

Thoughtlessness or failure by government and business institutions to communicate their needs to universities;

Failure of individuals in strategic positions to recognize the value of foreign languages (not possessing these skills themselves); and

Failure to plan ahead; and

The fear of some corporate representatives to hire foreign language-qualified individuals because they fear the loss of their own positions. One corporate manager verbally expressed to me his fear of losing his job and, contrary to an employment order requested by his superior, failed to hire two exceptionally well-qualified individuals.[5]

H. *Language-qualified professionals.*—In the United States there are literally thousands and perhaps tens of thousands of individuals who speak foreign languages and who possess professional qualifications; yet most are unable to find employment in which they can use their language skills.[6]

I. *Need for U.S. Language Coordinating Committee.*—There appears to be little, if any, coordination in the United States between foreign language training facilities and institutions which would use these services. Hiring practices should be reviewed by government, business, and educational institutions with greater emphasis being placed on foreign language skills.

J. *Double taxation.*—The United States is the only industrialized country in the world which taxes its citizens on income earned abroad after they have been taxed by the respective foreign governments. This policy adversely affects our competitive edge, reduces the number of Americans sent abroad, and increases the number of problems resulting from the use of "foreign" representatives.[7]

K. *Inflation and high costs.*—Mr. Walter A. Guyer, Vice President of International Harvester, stated in a recent communication to me:

"Today's cost of maintaining an American Foreign Service Employee (AFSE) in an overseas post has risen to extraordinary levels. As a result, we are currently reviewing, on a corporate basis, our business strategy with respect to AFSE's and management of our overseas operations.

"Without a doubt, in the future we will be sharply reducing the number of managers transferred to overseas assignments. Those assignments which will be filled with AFSE's, in the future, will most certainly be restricted to a relatively few key management positions in our large overseas subsidiary companies. The individ-

---

[2] Source is unknown.
[3] See footnote 1 above.
[4] Chinese language skills were used unofficially in "People to People" program.
[5] These expressions were made in the U.S. and abroad.
[6] There are thousands of interested persons in this community alone.
[7] Parker, Robert. Former President of the American Chamber of Commerce in Taiwan. Remarks at USA-ROC Economic Conference in Taiwan in May 1980.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

uals assigned to these positions will most likely be experienced International Harvester Company employees. . ."[8]

III. STRATEGIC AND ECONOMIC IMPORTANCE OF HAVING CITIZENS WELL-VERSED IN LANGUAGES

A. *Need to export and communicate.*—Mr. Erland Higgenbotham, Director General of Foreign Commercial Service, has expressed concern with the large number of manufacturers in the United States who fail to export. He expressed his feelings on one occasion that a significant reason is ignorance of exporting laws.[9] Mr. David Edwards, Director of Liaison of the Joint National Committee for Languages, clearly explains the necessity of good communication in the statement of purpose of his organization.[10]

B. *Japanese high school student exchange programs.*—Whether by government edict, by business, or by individual perceptiveness, the Japanese are determined to learn English and American culture. Japanese high school student exchange programs send many students to the U.S. for academic instruction every year. These students' English will become polished and their understanding of our culture enhanced. One can envision how these students will impact business and international relations in the years to come.

C. *U.S. regional and foreign differences.*—Individual traits and mores differ from region to region in the U.S. Characteristics typifying citizens in one region are not always readily accepted in another. Failure to adjust one's mannerisms to the local culture may quickly estrange him from his new community, and such examples abound. They intensify with the introduction of a "foreigner" into a community. A case in point: Ardeshir Zahedi, former Defense Minister of Iran and Ambassador to the U.S., and close associate of the former Shaw of Iran, received his university education at a western university in the U.S. He and his fellow Iranians alienated themselves from the community in which they lived because of what was interpreted to be aloofness and arrogance. Their profligate spending at the end of World War II in this conservative community created a negative undercurrent, especially following Mr. Zahedi's purchase of one of the first automobiles manufactured after the war, a red Buick convertible. Resentment was vocally expressed by local citizens because of the apparent "blackmarket" purchase and their inability to purchase a vehicle. This incident in the life of Mr. Zahedi typifies the behavior of too many Americans abroad.[11]

D. *Language versus technical skills.*—The importance of being able to speak foreign languages is graphically represented by the experience and philosophy of one U.S. corporation which determined:

"* * * after many years of not-so-successful attempts in training their personnel in languages, that it would be easier to train one in the technical end of the rubber business, than to train an expert to speak Spanish and Portuguese * * *"[12]

E. *Japanese or English.*—During many conversations with U.S. businessmen, I have been told that during critical business negotiations Japanese representatives will switch from speaking English to Japanese. This has frustrated the Americans who have expressed concern that they were out-negotiated by this maneuver.

F. *Japanese secrecy.*—Some Japanese companies will not hire Japanese-speaking Americans, even in the U.S., ostensibly because of their desire to preserve secrecy. Other employees of Japanese subsidiaries in the U.S. have reported that in one multi-storied structure American employees are not permitted on the top floors.

IV. H.R. 3231 AND THE IMPACT IT IS EXPECTED TO HAVE ON THE LANGUAGE SITUATION

A. *Participation in foreign language studies.*—Among reasons which contribute to poor participation in foreign language studies in the United States include:

The failure of government and business to emphasize foreign language skills in their hiring practices; and

The failure of institutions of higher learning to require prior foreign language studies in matriculation and graduation requirements, or to at least extend admission preference to individuals who have studied foreign languages.

---

[8] Guyer, Walter A. Letter dated May 8, 1981.
[9] Higgenbotham, Erland. Speech at World Trade Association meeting, Feb. 11, 1981.
[10] Joint National Committee for Languages. *Statement of Purpose*, no date.
[11] I talked with Mr. Zahedi on a number of occasions and was privy to conversations about him and his associates.
[12] HEW Publication, ISBN-0-87352-079-3. "Careers in Foreign Languages."

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

B. *Use of foreign language skills.*—Passage of H.R. 3231 would enhance the teaching of foreign languages. Unfortunately, under present government and business hiring practices, relatively few of these language-qualified persons would be hired for positions in which their skills could be used. For example, approximately one year ago I interviewed four highly-qualified persons for a managerial position in Tokyo. Each of them had received his MBA (one also had a JD) and each spoke fluent Japanese (three of them having served as Japanese language instructors!). These candidates had been interviewed by a number of U.S. corporations and each had received between 6–10 offers of employment, yet each desired the position in Japan where he could use his language skills. Financial remuneration played *no* part in the decision. Three of the four are now employed with U.S. institutions in which their language skills lie dormant! Each would immediately accept a position in which their language skills could be used.

C. *International placement.*—Since the organization of my placement service my office has been inundated with telephone calls from throughout the U.S. We have also received hundreds of résumés from individuals throughout the U.S. and abroad. A former ambassador to Brazil has sought our assistance within the past few months. All of this activity has taken place with a minimum of advertising![13]

D. *Motivation for foreign language study extant.*—In the March 1981 World Press Review "Editor's Corner" is a summery of U.S. Representative Paul Simon's book, "The Tongue-Tied American: Confronting the Foreign Language Crisis" (Continuum, New York, $12.95). Mr. Simon quoted some statistics showing that the overwhelming majority of parents desire that their children study foreign languages in elementary and secondary schools.[14]

E. *Pragmatic considerations.*—Long-range application of foreign language skills and employment expectations present a gloomy picture judging from present hiring conditions. Parental support exists for language study. Were government and business to lend their support by offering hiring preference to foreign language-qualified persons, language would appear more relevant, more pragmatic. If universities required prior foreign language study as a matriculation requirement or even gave matriculation preference to potential students with foreign language study backgrounds then languages would be offered in the public school system. Expenditure of federal funds would likely be unnecessary with the financial support provided local school districts by parents. Federal funds might be better used to augment the loss of tuition by institutions of higher learning which implement matriculation policies which require prior foreign language study.

V. CHTO DELAY? (WHAT IS TO BE DONE?)

A. *Facts.*—

1. Any attempt to learn a foreign language greatly enhances one's relationship with foreigners.
2. Many government agencies and multinational businesses fail to hire individuals with foreign language skills and understanding of foreign cultures, although such persons are available.
3. Some corporate representatives in the U.S. and abroad will not hire Americans with foreign language skills because they fear the loss of their own positions.[15]
4. Throughout the U.S. there are thousands or tens of thousands of individuals who are qualified in foreign languages and who desire employment in which they can use their language skills.[16]
5. There is a strong need to unify efforts of government, business, and institutions of higher learning toward enhancing foreign language study in the United States.[17]
6. Double taxation of American expatriots (by American and foreign governments) has lost a competitive edge in business for American firms.[18]
7. Approximately 7,000 U.S. citizens now return from foreign countries each year, having served as Mormon missionaries. [Between January 1930 and December 1980, approximately 96,000 Mormon missionaries have served missions of 2–3 years in length in foreign missions of the church (1930s—3,400; 1940s—5,250; 1950s—9,040; 1960s—25,000; 1970s—47,400; and in 1980—6,000).][19] These persons speak one or

[13] See footnote 6 above.

[14] 92 percent of the population support teaching of foreign languages in junior and senior high schools, 75 percent would have languages taught in elementary schools, and 84 percent of parents with children under 17 would encourage children to take a foreign language.

[15] See footnote 5 above.

[16] See footnote 6 above.

[17] See footnote 10 above.

[18] See footnote 7 above.

[19] Christensen, Joe, President Missionary Training Center, Provo, Utah 84604.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

more of some 30 different foreign languages and most of them will resume their university education at the sophomore level and they will enter most occupational areas of employment. Upon completion of their formal education, a large percentage would welcome an opportunity to return to "their" land, where they also are acquainted with the culture, for employment.[20]

8. There are many job positions in the U.S. which would be enhanced by individuals who can speak foreign languages. This will become increasingly evident with the large contingents of immigrants in the U.S. and those who speak Spanish as their primary language.[21]

9. U.S. business methods differ from those practiced in foreign countries. Many U.S. corporations hire foreign nationals to represent their business interests abroad. Costly mistakes have resulted in many instances. For example, a conflict of interest between one's country and the U.S. business may exist. How does the foreign representative react in such instances?

10. U.S. expatriot managers too often understand neither the foreign language nor the culture of the country in which they are employed. The natural tendency is to limit one's associations to the expatriot community.

B. *Assumptions.*—

1. When business institutions and government give hiring preference in all instances to individuals who have studied foreign languages, and require mandatory language skills for designated positions, then institutions of higher learning will provide that language instruction.

2. When institutions of higher learning either require foreign language studies as a requirement for admittance, or extend admission preference to those who have studied foreign languages, it follows that elementary and secondary educational facilities will provide foreign language instruction. (Perhaps federal funding might better be used to supplement tuition losses by universities as a result of imposing language study as a matriculation requirement).

3. A demand for foreign language instruction in elementary and secondary schools will create a demand for language teachers.

4. A demand for foreign language teachers will enhance the marketability of foreign language skills acquired by university graduates.

5. A demand by public schools for foreign language teachers will create a need for additional funding which can be met by district, state, or federal resources.

6. A foreign language matriculation requirement by institutions of higher learning would enable these institutions to enhance their summer enrollment. Students who have not prepared themselves to enter institutions by prior language study could boost summer enrollment at such institutions by participating in intensive language studies.

7. Even as the increased demand for engineers by industry resulted in increased numbers of engineers, so the demand for language-qualified professionals will enhance the participation in and offerings of foreign languages in public school and university settings.

C. *Planning.*—Involvement in a variety of business functions throughout the U.S. by businesses and institutions of higher learning would enhance the study and practical use of foreign languages. One idea which may be of interest to some is being planned for implementation by my corporation within 3-5 years. We plan to construct a language training and international business center with some of the following features and offerings:

1. International employment enhancement seminars will be conducted for the purpose of instructing individuals how to prepare themselves for international employment. The criteria will include:

International employment opportunities;

How to prepare oneself academically;

What cultural problems exist for the expatriot and his family; and

How to write a resume, interview, dress, get the job.

2. Intensive foreign language instruction (including English) will be provided for individuals and for groups.

Foreign language instruction will emphasize speaking, reading, and writing as well as studies of the cultures.

4. Language instruction will be geared to specific needs/level of understanding of the individual.

5. Courses will be conducted in importing/exporting, and students assigned to manufacturing firms for internship experience. Thousands of manufacturers do not

---

[20] Personal experience, reports, and hundreds of interviews.

[21] President of Georgetown University in a recent newspaper article in which he is quoted as saying that by 1990 one of four persons living in the United States would speak Spanish as their native tongue.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

export because of ignorance of export laws, lack of contacts abroad, foreign language problems, and for other reasons. Upon completion of the course or university studies, students can be permanently placed with firms through our placement service.

6. Participating foreign businessmen seeking expertise in certain areas will receive instruction from qualified university and business professionals.

7. All persons employed at the center will be required to speak one or more foreign languages. This requirement would include secretaries, cooks, gardeners, etc.

8. An on-campus residence will be constructed for individuals and for families.

VI. CONCLUSIONS

It is suggested that a permanent national council be organized, to consist of representatives from government, business, and institutions of higher learning. This council would meet frequently in order to assess the foreign language problem in the U.S. and to determine and make recommendations to the various member agencies as to how efforts can best be unified. Some suggestions which might be evaluated by council members include:

1. Government and business entities might give job preference to persons with foreign language skills and academic or experiential understanding of foreign cultures.

2. Universities might limit matriculation to individuals who have studied foreign languages, or give them admission preference.

3. Universities might graduate only those students who have achieved specified levels of foreign language competency.

4. Students who have either demonstrated or possess scholastic evidence of acquaintance or understanding of foreign cultures might be given additional credit toward hiring preference.

5. Greater emphasis might be placed on participation by U.S. students in international student exchange programs.

6. National foreign language speaking competition might be conducted (similar to the national spelling bee).

7. U.S. dependents abroad might be encouraged to attend local (second country) schools in addition to supplemental training in U.S. subjects at home or in the American community.

8. Americans abroad might be encouraged to use domestic help who have no knowledge of English. (One quickly enters the thick of a foreign culture with this type of experience!).

9. Government and business leaders might plan ahead and anticipate foreign language needs in 10–20 years and hire accordingly.

VII. RECOMMENDATIONS

Since multinational businesses and the U.S. government are experiencing problems in the international area, with many representatives abroad who are poorly-qualified or not-qualified in foreign languages, and since this adversely affects U.S. economic and political interests in the U.S. and abroad, and since this contributes to the excessive outflow of U.S. capital, it is essential that steps be taken to counteract this trend.

It is proposed, therefore, that a permanent national council be organized, and that it consist of government, business, and university leaders. This council would meet frequently to review and evaluate the foreign language problem in the U.S. and determine how best the different member agencies could unite their efforts.

It is proposed that U.S. Government and business interests establish policies wherein hiring preference is given to individuals who have facility with foreign languages and to those who have lived abroad and are acquainted with other cultures. It is further proposed that institutions of higher learning establish policies which either require previous foreign language studies prior to matriculation or give admission preference to those who have undertaken such studies. It is also proposed that additional foreign language skills be required for graduation from such institutions.

This emphasis on foreign languages by government, business, and educational institutions would enhance the development of such offerings in the public schools throughout the country. Once government, business, and educational institutions emphasize language in their various policies and hiring practices, the worth of foreign language instruction will become apparent and participation in the program enhanced. Many language-related problems will disappear and serendipitous benefits result.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Finally, by studying foreign languages we will earn greater respect from our foreign associates. Although we may speak a language poorly, a simple effort will pay great dividends in our relationships. An awareness of foreign cultures will create understanding and lasting friendships. As we Americans show interest in another's country, language, and culture, we are sensitive to his basic human need to communicate. These actions reflect personal effort on our part to communicate rather than to passively place the burden on him. They convey respect.

Mr. SIMON. Our final panel is Dr. Tracy Gray, Director of the Office of Language and Public Policy for the Center for Applied Linguistics, and Robert Black, Project Director, Education and the World View, Council on Learning.

STATEMENT OF TRACY C. GRAY, DIRECTOR, DIVISION OF LANGUAGE AND PUBLIC POLICY, CENTER FOR APPLIED LINGUISTICS

Mr. GRAY. My name is Tracy Gray, and I am the Director for the Office of Language and Public Policy.

I feel like Henry the VIII's sixth wife. Pretty much everything that I had planned to say has already been said, but I will take this time to make my comments and make them concise and hopefully interesting.

Mr. SIMON. We will enter your full statement in the record, and you know, at any point you want to condense, feel free to do that.

Mr. GRAY. Thank you.

I am honored to be here to address the issue of foreign language education in our nation's schools. The development of foreign language expertise must be seen as a critical component to the economic, social, and political policies of this country.

It is encouraging to know that a growing number of Congressmen have recognized the importance of developing foreign language skills commensurate with our needs in this interdependent world.

We especially applaud the provisions of such legislation as NDEA title VI, which hopefully will survive the night of the long knives, which is scheduled to occur this week.

Congressman Simon has eloquently outlined the difficulties faced by our foreign language students and educators during the past decades. He has discussed the potential dangers to our national security of the continuing decline in interest in foreign language education and detailed the strong feelings of hostility and prejudice toward the entire concept of foreign language learning.

As you, Mr. Chairman, have so eloquently noted, business and diplomatic dealings are noted for our insistence on letting the other party bridge the language gap. No one can deny the position of English as one of the most widely used languages in the world (if both native and nonnative speakers are included). Nor can one ignore its critical link with technology, economic power, and diplomacy.

However, a myopic insistence on its exclusive use in international activities seems both ingnorant and ineffective.

There are numerous studies which indicate that international business dealings could be enhanced if Americans could speak the local languages. So why does the business world continue to view foreign language capabilities as strictly an ancillary skill?

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

The answer to this question falls in the category of the proverbial chicken and egg phenomenon. Are there fewer foreign language students because there are fewer programs or is the reverse true?

The research conducted by the Center for Applied Linguistics would suggest that our few foreign language students are frustrated by a teaching profession best by the threat of oblivion.

Attacks continue on the relevance of foreign language learning as a preparation for life in the real world. In addition, there is the inadequency of, or general dissatisfaction with, the foreign language training provided by schools and universities.

These factors all contribute to frustrated students, disinterested corporations, elimination of language requirements, and abolition of programs.

All this points toward some real problems facing our Nation in the area of developing competence in foreign language skills.

While the ambivalence about studying other language prevails, we can see rising interest from various sectors of the United States.

This was clearly evident when a small paragraph inadvertently appeared in Changing times stating that the Foreign Service Institute had materials to learn a variety of foreign languages—particularly the less popular ones.

Since this notice appeared, FSI has been inundated with requests from all over the country for all different languages. Thousands of the requests are from individuals who have lost their first language or are travelling abroad and want to void the Ugly-American syndrome.

With this in mind, let us turn to H.R. 3231 which offers an opportunity to bring about an important change in foreign language study.

I would now like to address four provisions in the bill:

Section 1. The connection between national security and foreign language expertise cannot be emphasized too strongly. It may be a cliche, but there is much truth in the statement that "the original loses in the translation."

We cannot continue to rely on a handful of translators and interpreters, many of whom are not Americans, to filter information during sensitive top-level diplomatic and business negotiations.

You have eloquently detailed numerous examples of American embarrassment and misinformation that has been conveyed during diplomatic deals.

The United States has experienced enough humiliating experiences in diplomatic and business dealings to convince us that you never know when their translators might have a bad day and misrepresent the facts.

It is at our own peril that we have failed to provide incentives for students to acquire the necessary skills to serve as translators and interpreters. This bill would do precisely that.

Section 2. Research evidence supports this provision to fund innovative language programs at the elementary school level. Young children have an innate ability to learn different languages and we are one of the few countries that does not develop these skills.

However, a word of caution is necessary. A current study of elementary school foreign language programs indicates an alarming pattern: Children often begin foreign language study in pri-

84-188 O—81——6

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

mary school with great success, only to find that the program ends abruptly. Why? Because no provision had been made to insure continuity throughout the school curriculum [Center for Applied Linguistics, 1981].

Since we already know that language learning is cumulative, this bill must insure that students need not keep returning to square one in order to learn a language. All of us who have ever studied a foreign language understand that wise old adage: "If you don't use it you lose it." Nothing could be more true than with foreign language learning.

Section 3. We support increased Government assistance for postsecondary programs to promote the study of a foreign language beyond the second year. The need for higher stipends is due to the potential increase in costs of maintaining language programs when enrollments may be low.

The proposed concept that such a cost differential be included in the bill recognizes the need for at least 400 contact hours—or 3 to 4 years to acquire a solid level of proficiency. We should be cautious of the instant 2-week crash courses that are only a quick fix and do not stick.

In addition, the financial incentive should apply all the more to the uncommonly taught languages, for which we find very few highly trained individuals. The fact that there are over a billion people today whose languages are studied by fewer than 200 Americans should give pause for thought [Starr, 1978].

Section 6. We must emphasize the importance of the bill's provisions to insure that postsecondary programs which qualify for funding are those that meet at least 5 days each week for a minimum of 50 minutes. While it is true that very few institutions of higher education have programs which would apply under this provision, H.R. 3231 is to bring about important changes and improvements in foreign language instruction.

One change, if we as a people are serious about learning other languages, is to support and extend the scope of foreign language programs. No more interns after the second one.

Mr. SIMON. Thank you very much.

Our next witness is Robert Black. Pleased to have you with us.

STATEMENT OF ROBERT BLACK, PROJECT DIRECTOR, EDUCATION AND THE WORLD VIEW, COUNCIL ON LEARNING, NEW ROCHELLE, N.Y.

Mr. BLACK. Thank you very much for this opportunity.

What I would like to do is to enter my formal statement into the record.

Mr. SIMON. It will be entered in the record at this point.

[The prepared statement of Robert Black follows:]

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

PREPARED STATEMENT OF ROBERT BLACK, PROJECT DIRECTOR, EDUCATION AND THE WORLD VIEW, COUNCIL ON LEARNING, NEW ROCHELLE, N.Y.

I am Robert Black, Project Director of "Education & the World View". My resume is attached. I have just completed a major national assessment of the state of foreign language and international studies in the American undergraduate curriculum. The purpose of this project is to help move campuses across the nation to strengthen and enhance foreign language and international studies. The published documents resulting from the project are a principal instrument in this endeavor.

My testimony before the House Subcommittee on Postsecondary Education is to support the principle of federal support for foreign language learning by American college students and to suggest some alternative wording for particular lines of this bill that will strengthen the bill's ability to achieve what it intends.

There is not any doubt in my mind that the United States' national security and its economy will be strengthened by increased numbers of school and college leavers becoming proficient in a second or foreign language. I speak not only from personal experience as a former active duty member of the Armed Forces and as a policy analyst who gained access to high government officials in other countries because of my own language abilities but also from having examined over the past three years the state of international education (including language learning) at America's 3,200 two- and four-year undergraduate institutions. In addition I bring to bear two years of observations gained from in-depth interviews with line managers in numerous transnational firms while I was on The Conference Board's project examining multinational corporate practices.

The bottom line is that it is a necessary national objective to establish as a national asset a much greater number of educated Americans that can speak, write, read, and understand a second or foreign language. Because this is a national need, it is highly fitting that the Congress of the United States fund in part formal foreign language study at our schools, colleges, and universities. This is not an improper or obtrusive function of the federal government, but one that is sorely needed given changed global circumstances that exist today. With the world in such flux, learning a foreign language is a necessary basic for large numbers of Americans. In its conclusions, our Task Force on undergraduate international education observed that "General competency in a second language" was a "necessary requisite

Trustees: Vernon Alden, James H. Billington, John Brademas, Winfred L. Godwin, Stephen R. Graubard, Francis Keppel, Clark Kerr, F. David Mathews, Jane C. Pfeiffer, Hayden W. Smith, Frank Stanton, Jerome M. Ziegler, George W. Bonham, Executive Director

Change Magazine is the official magazine of the Council on Learning

/...2

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

for the college experience in the 1980s and beyond."

A bill such as H.R.3231 is thus in many ways a welcome piece of legislation. If the federal government does not assist the various educational agencies in establishing adequate, proficiency-based programs in foreign language learning, we will find it very difficult to achieve the aims of this bill through private means alone. Additionally, the fact that a federal recognition is given by means of such support to this important necessity will help trigger wider support from among other private sources that do not currently assist in this area.

What I wish to suggest with regard to the particular wording of this draft of the bill is that it may allow for "more of the same" with regard to postsecondary language instruction. That is, it will not achieve the intended aims. Many institutions will continue to offer the very same drudgery as language courses that contributed to the demise in language learning that we have been witnessing over the last decade. Incentives to reestablish traditional course or semester-hour language requirements will not create proficient American foreign language users for us. Incentives that appear to place more emphasis on one year (or the first year) of language study rather than the second, third, or fourth will not move us very much closer to the intended goals. Furthermore, when highly effective proprietary methods exist in such centers as the Michel Thomas Language Centers (in Southern California) or the World Trade Institute's Language School (in New York City), it is not very propitious to recommend by way of non-discriminating federal support the less effective methods that have plagued many of our educational institutions.

I believe that these problems can be overcome by substituting alternative wording at appropriate points in H.R. 3231. In times of extremely tight budgets, we can ill afford to have this necessary support sidelined or derailed. I think that this alternative wording will help in the process of surviving the gauntlet.

On page 1 within the descriptive title of H.R. 3231, change the lines relating to higher education to read:

"...and for reimbursement of institutions of higher education for part of the costs of providing foreign language instruction." [new wording underlined]

Other changes in alternative wording proffered will move this type of funding from being purely "per capita" as was originally intended, although a per capita measure may be used to establish the level of funding granted.

On page 2 within Sec. 1, add a new subsection (4) between lines 16 and 17 to read:

16 "achieving this goal; and

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

H.R. 3231 Testimony (VI.81)

16a (4) the educational institutions should ensure in the process of their foreign language instruction that students gain an approriate level of general competency in a second or foreign language."

On page 4 in Sec.2 (b), add a subsection (4) regarding assurances about evaluations of competency or proficiency between lines 7 and 8:

7 "application; and

7a (4) provides assurances that the local education agency will provide standard evaluations of pupils' proficiency at appropriate points in the program, and provide such evaluations to the Secretary."

On page 4, in Sec.3 (a)(2), change per centum amount on line 19 to read:

19 "that fiscal year exceeds 10 per centum of the total number of"

Many institutions can easily reach the 5% mark. Making the receipt of federal funds that easy may not move to any real enhancement of or strengthening of foreign language studies at the institutions concerned. To offset this added degree of requirement, leave the 5% figure stand on page 6, line 13.

On page 4, in Sec.3 (a)(2), lines 23 and 24 change to read:

23 "number of full-time degree candidate students enrolled at the institution, and

24 (B) the number of part-time degree candidate students enrolled at the

25 institution..."

These federal monies should not be allowed to subsidize those tuition-generating programs that are not aimed at the degree candidates but at the wider public which could possibly choose more effective proprietary methods.

On page 5, in Sec.3 (a)(3), add on line 7 to read:

7 "which evaluate the progress and proficiency of students in such programs."

This legislation must send the signal very strongly that

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

traditional methods bound by "language & literature" contexts and that do not produce true proficiency do not contribute to the aims of this bill. Those programs in language and literature worthy of federal support should apply through National Endowment for the Humanities channels rather than through this bill which purports to increase outright language learning.

On page 5, Sec. 3 (b)(1)(A)(i), line 18, change amount to read:

18 "(i) $25, multiplied by"

And on page 6, Sec.3 (b)(1)(B)(i), line 1, change amount to read:

1 "(i) $50, multiplied by"

Getting beyond the second year is of critical importance in the postsecondary setting if language competency is to be maintained. Other campus motivations and incentives can be used to assist in doing this, but honing the skills already built by continuing further study is an important signal to send to the institutions of higher education across the country.

On page 6, Sec.4 (a)(1), grants for language requirements at institutions of higher education will produce far greater results if proficiency rather than credits are stressed. Change appropriate lines between 21 and 23 to read:

21 "...which requires a general competency in a foreign language

23 achieved by means of postsecondary study for each gradu--

24 ating student. ..."

On page 7, Sec.4 (a)(2), lines 10 and 11, change to read:

9 "...full-

10 time degree candidate students enrolled at the institution, and (B) the full-time

11 equivalent of the number of part-time degree candidate students enrolled at the

12 institution, ..."

Again, it is best to subsidize only degree candidates matriculated.

On page 7, Sec. (4)(a), add subsection (3) on assurances about language proficiency between lines 13 and 14 to read:

13a "(3) Institutions receiving such grants shall assure the Secretary of the levels of proficiency obtained by its graduating degree candidates, as determined in accordance

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

with know proficiency standards and reported in accordance with procedures presribed by the Secretary."

In this manner, language proficiency rather than classroom time is stressed. We should be subsidizing the former and not the latter.

I would leave to the Subcommittee Staff the determination if the amounts in Sec.7 will meet the liability engendered by this alternative wording of substantive sections that I have just offered. Their demographic knowledge is probably far more accurate than ours with regard to the specific numbers involved.

Thank you very much for the opportunity to offer this means of strengthening H.R. 3231 and its intended outcomes.

Respectfully submitted,

Robert Black

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

ROBERT BLACK

420 W. 118th St., #1303IA
New York City, New York 10027
(212) 280-3618 Cable: FAINACU
(914) 233-8700 NEW YORK

Professional Interests & Competence

Government Relations, International Relations (IP, IO, IL, For'n Pol), W. European Politics & Policies, European Communities/Common Market, U.S. Governmental Politics & Policies, Industrial Country Politics & Policies, Policy Studies, Energy & Environment, Multinational Firms, Business & Society, Military Studies & National Security Affairs. Program Administration & Management.

Education

B.S.	U.S. Naval Academy	1963	Engineering
Cert.	Defense Language Institute	1967	Viet Studies
	George Washington University	1969	ADP Systems
	American University (SIS)	1969	Int'l Relations
M.A.	Columbia University (GSA&S)	1974	Political Science
Cert.	Institute on Western Europe	1975	European Studies
M.Phil.	Columbia University (GSA&S)	1976	Political Science

Experience

DIRECTOR of PROGRAMS. Council on Learning, 11/78-present (George W. Ronham, Executive Director).
ADJUNCT LECTURER. International Business, Remapo College, 1/80-5/80 (Prof. Anthony Lamanna, Director, School of Administration & Business).
ADJUNCT LECTURER. International Relations, Lehigh University, 1/79-5/79 (Prof. Oles Smolansky, Chairman of Department).
ASSISTANT DIRECTOR. Executive Program in Business Administration, Executive Programs, Graduate School of Business, Columbia University, 7/78-10/78 (Assoc. Dean Hoke S. Simpson).
RESEARCH ASSOCIATE. Institute on Western Europe, 7/77-present (p/t) (Prof. Donald J. Puchala, Director & Associate Dean, SIA).
PROJECT ASSOCIATE. The Conference Board, 6/76-6/77; CONSULTANT, 7/77-7/78 (Prof. J. LaPalombara & Dr. Stephen Blank).
STAFF ASSOCIATE. Institute on Western Europe, 9/76-6/77; ASSISTANT to DIRECTOR, 6/74-8/75; CONSULTANT, 8/75-8/76 (Prof. D. J. Puchala & former Assoc. Dir. Wilfrid Kohl).
READER in POLITICAL ECONOMY. Columbia University, 9/75-5/76 (Prof. Joan E. Spero, former Dep. Permanent Representative of U.S. to UN).
RAPPORTEUR. University Seminar on the Atlantic Community, Columbia University, 6/75-7/76 (Prof. William T. R. Fox & Annette Baker Fox).
INSTRUCTOR/LECTURER. Session d'Ete, Centre d'Etudes et de Documentation Europeennes, Universite de Montreal 1975 (Prof. Gilles Lalande, Directeur).
ASSISTANT to DIRECTOR & ASSOCIATE DEAN. International Fellows Program, School of International Affairs, Columbia University, 6/11-8/72; CONSULTANT & P/T ASS'T, 8/72-10/74 (Assoc. Dean David S. Smith, recent Ambassador to Sweden; Profs. Roger Hilsman & D. J. Puchala).
GRADUATE TEACHING ASSISTANT. Seminar-Institute on American Politics & Social Change, Columbia University (Profs. Alan F. Westin & Gordon M. Adams); Spring Term 1971.
NIGHT SUPERVISOR. Butler Library, Columbia University, 9/69-8/70 (Ass't. Dean Carol Tarmont).
INSTRUCTOR. U.S. Marines, 1964-66 (international affairs, government & civil affairs; military service in regular component, 1959-69—U.S.N. 1959-63, U.S.M.C. 1963-69).

Mr. BLACK. I will make a few remarks about the strength of this particular statement inasmuch as the statement is more technical and relates to the wording of the bill and changes.

There is no question about the national necessity of the kind of support you are proposing in this bill, and it has been confirmed by the Educational and the World View project results of the survey, one done by the Educational Testing Service of college students, and the second one that we did at the Council on learning of effective foreign language in international studies programs in the United States.

Some of the testimony we have heard here today addresses—excuse me—some of the written testimony I have provided addresses very specific suggestions on wording that would enhance reaching the objectives of your bill.

I would rather take some of that in question, though, rather than to talk about that at the moment.

I assumed in preparing my statement that you and Members of Congress would much prefer operating with the sort of Douglas McGreeger theory, with the assumption in mind which build on the diversity of an individual's interest rather than trying to inject

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

cohesion, using the carrots of you bill by simply rewarding increasing language learning on campuses in more of the same business-as-usual manners.

I assumed you really wanted to get far beyond that. My statement does suggest that the committee work more with innovative opportunities rather than the old standards of numbers and requirements.

Taking a prior witness' implied suggestion about admission preference to those who have proficiency or have studied foreign languages in secondary school if some how that could be brought into the wording of the bill, it would enhance what occurs at primary and second school levels or the job-related suggestions we can infer such as giving through H.R. 3231 support to institutions that set up in their placement programs coordination mechanisms to advance graduates who have competent foreign language proficiency.

Now, it is in this dimension of moving language learning on campus ahead in this kind of manner that is so critical in what comes from Federal support.

That is the kind that is being offered in this bill and the kind we find that legislation already in place and the kind of thing you have been suggestion through your very long efforts in these endeavors.

The results of our project point very strongly in these very directions. The volume written by Humphrey Tonkin and Jane Edwards on "The World in the Curriculum," they stress very much the necessity of communicating with the world, language instruction on campus, and on how this ought to be integrated into the mainstream of the college experience.

Mr. SIMON. If I may interrupt the witness just to say our association, Council on Learning, made a real contribution through that volume.

I read it on the plane.

The basis of my remarks that night turned out to be from that book. I thought it was well done.

Mr. BLACK. They stress that not only do you have to integrate it into the curriculum, the basis of language learning ought to be from this motivational standpoint that we should understand even if you can get along on English in many parts of the world, you can do much better on being able to speak the other person's language.

The volume I was responsible for, the Handbook for Exemplary International Programs, the task force on the Council surveyed some 200 across the Nation and wrote up 62 as exemplars, and only a dozen of those are really strong language learning programs that we say ought to be emulated across the country.

Granted, there are more than a dozen or so out there but we were really talking about plausity of effective programs on campus that offer the opportunity of obtaining real foreign language proficiency during the undergraduate experience, and that is what the bill aimed at changing and can in fact help achieve a change in that direction.

Also, our survey of students that was conducted for us by the Educational Testing Service which looked at a number of dimensions of global understanding of some 3,000 college students across the Nation confirmed basically what was stated in the report of the

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

President's Commission on Foreign Language International Studies, that language learning in the United States is scandalous.

The finding of this report stated straight out that only about 5 to 7 percent of the typical American graduate from college can function adequately in a foreign language, in a language other than the student's mother tongue.

Referring to some evidence that was given to you by LeGrand Eliason in the Joint National Committee on Languages, they talked about an apparent language gap between the growth in total enrollments and the growth in language enrollments.

There is a much larger gap between total enrollment and this 7 percent proficiency. Only 7 percent ever leave college with an effective use of a second language.

Regardless of the facts or evidence that we are considering before us, we really need to find some way of getting schools and colleges to want to shift to a learning process whereby students gain an effective proficiency over the course of instruction.

We have to move away from this marking time in a classroom, *x* number of credit hours, semester hours, *x* number of minutes by the way in which State legislatures require learning processes to occur, because learning processes to occur, because learning processes do not occur that way.

The Council on Learning's inquiry into the higher education learning process in many areas show that there are other sorts of things that occur that advance the learning process, and the learning of foreign languages, students' ability to perceive as a student goes along of gaining a real proficiency is one of the critical keys in learning a language in such a way that when the student leaves, the student will retain the language.

I think that in that sense, the bill can help if we look towards other ways of teaching and learning foreign languages.

You mentioned some of these in your own book, "The Tongue-Tied American." That is some of the proprietary methods, such as the "Silent Way" at the World Trade Institute in New York City or the Michel Thomas Language Centers in southern California.

These kinds of methods provide alternatives to which many people in this country are turning to in order to learn other languages effectively.

Quality control in these two methods is very high and so that is why I use those rather than others.

Who uses them? For example, Chase Manhattan Bank has done a major contract with the Michel Thomas Centers to give their executives in their various departments of the bank effective proficiency in more commonly known modern languages.

In a relatively short period of time, depending upon the individual's own skills, in as few as two weeks, some of these modern languages can be learned in a way in which they can be used immediately in a foreign setting.

One vice president who undertook this particular course not too long ago studied Spanish for 2 weeks and learned it adequately enough, so that he could go to countries in South America, Peru and Ecuador, and deal directly with his clients in deliberations.

It did not give him the ability to speak in the same way that a long period language learning would give the person who has to

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

devise contracts and work in such legalistic ways, that type of command of the language, but it allows him to meet his clients on terms favorable to Chase Manhattan Bank, rather than having to rely on interpreters.

In the business world, many decisions are made based on feeling, empathy that occurs between two individuals involved in a negotiation, and that may happen anywhere, not necessarily in the negotiating room, but it could happen in a social encounter over lunch or something of this nature, and language learning is necessary.

Corporations are recognizing this. Unfortunately, they don't have enough people trained in languages in those positions, so they turn to these methods. Others that want to speak well also turn to them. If campus learning of languages could shift in such such a way to provide real proficiency, then the bill will succeed in reaching its objectives.

One suggestion is to, I would think on campuses where you are going to find in the future they may turn to these methods in introductory courses, so you will find instead of having to take four years, they may in using some of your types of methods, one-half of the normal semester's course, use that method, give the student a feeling of having the proficiency, so the student will want to go on his or her own and learn the language much better and, if you can get the kind of wording in the bill to help that along, the bill will achieve its results.

One final comment, I worked on the multinational project there at the Conference Board, and that is a business research group. One of the reasons they brought me into the project, my ability in French and ability to read other languages, because they were going to be doing research in a number of countries where the ability of one member of the team to communicate with others was a critical point in that succeeding.

At some point in the process of that project, we had a meeting between on the one hand Don Stokes, dean of the Woodrow Wilson School at Princeton; Harvey Picker, dean of the school of international affairs at Columbia University, and with the senior management development people of major corporations such as Exxon, one or two others that were three, the Chase Manhattan people.

The executive D people stated very flat out that they didn't care whether or not the people they were bringing in had language learning. This conversation took place in 1976.

They wanted someone that had certain other kinds of functional skills, and that they would then rely on such proprietary methods as the World Trade Institute or the Michel Thomas Centers, and the reason they didn't care about that so much was that they felt that the products of the nation's colleges and universities from typical undergraduate course work and some graduate course work was inadequate, and they didn't want to waste time pointing out that with their college recruiters and so forth.

If that was the attitude taken with such major corporations at that time, those attitudes may not have changed very much because of what typically comes out of the undergraduate language learning experience, and so my stress to you and members of your committee is, with this bill, please do not provide something that will allow more of the same, because we will never get to a point

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

where we can increase the numbers of students that enter the workplace that have language skills.

Mr. SIMON. Thank you, and thank you also for your specific suggestions on language changes, and I want the staff to give me a copy of the bill with those insertions so that I can read them.

One of the areas you touch on and Ambassador Richardson touched on, was the 5 percent where you suggest going to 10 percent. You understand from my perspective my problems. I don't know how we handle it. It is a more different problem than the problem faced by Rutgers University or any other school that you can mention.

Mr. BLACK. My suggestion for the change in the number in the bill was simply to say, look, if you allow those that are already doing it to take money from the Federal trough, in this case they are not going to change. They are going to do what they want to do with the money rather than what needs to be done with the money.

By offering them an incentive, if you say, look, if you raise the number to 10 percent, you can then thereby be eligible to recoup the costs, and that is why I didn't change the number in the other part of the bill, so they have 5 percent already, and you only exclude 5 percent.

For having taken that extra step, they get an extra five percent in terms of the money they can recoup for having taken the extra steps to increase the number of enrollments on campus.

I recognize the problem you are talking about and the problem that community colleges have. It seems to me from what our project looked at the growth in international studies and foreign language courses on campus coming at the community college level, given the amount of changes in this area, that wouldn't be as harmful to the community college as it sounds, that it might in fact help things along, because a president of a community college, Maxwell King down at Brevard in Florida can stand up and tell his board of trustees, look, we have to put some of our assets into this area, and it will benefit us. Here we are in Florida, and we can make great use of expanding our courses.

Ms. GRAY. I think with respect to that question, is it possible that the community colleges could be written in at the 5 percent level and raise it to 10 percent for other universities and colleges.

Mr. SIMON. We could do that.

Ms. GRAY. I appreciate the problem at the community college level having spent several years in California and been familiar with that whole system, it is very true they would be not able to match a 10-percent increase.

Mr. SIMON. You mention at the elementary level we are one of the few countries that does not develop skills.

The statistics are just overwhelming here.

While there may be some disagreement by some researchers on your statement that young children learn more easily, I think there is general agreement on that, and we are one of the—actually one of the few countries that does not require foreign languages at the elementary level.

Mr. BLACK. I can give you a very graphic experience on that aspect. My father was in the military, and we were transferred to

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

France. My father decided we would not attend the American dependent schools but local schools in the community which we lived outside of Paris.

We were thrown into a French school ranging with kindergarten, third grade and I guess I was in sixth grade. My youngest brother in kindergarten learned French in about a month, a month and a half totally fluent at a kindergarten's level of understanding.

My middle brother learned it, roughly third grade in the United States, he learned it in, oh, say, 2 months at the most, and it took me about 3, 3½ months until I felt at least totally fluent in the language, and granted, it is a total emerging method, but here is no question that younger people, they are less inhibited in this process, and that if we really want to change things around, we are going to have to reach down to offering some form of foreign language instruction in primary and secondary schools, primary schools especially.

Mr. SIMON. One of the researchers at San Jose University has the theory you learn at that younger level, because you are doing things physically, instead of kind of in a sedentary position, and that may very well be, but the reality is if you are 25 years old, you are not out going to be doing the same thing you are doing in first grade or whatever it might be.

You mentioned one other area that we touch on in the bill.

That is the need for higher stipends for less commonly taught languages. It was interesting to, in visiting the Soviet Union at this one language institute we visited in Kiev, they mentioned the languages, and they mention the usual French, Spanish and so forth, and they added Urdu.

We probably in the entire United States, even 200 million, we probably don't have 20 or 30 students of Urdu in this whole country. That is the kind of thing we have to be taking a hard look at.

Mr. BLACK. As you remember, Mr. Chairman, by the midsixties, when we increased our involvement in Southeast Asia the Defense Language Institute started implementing a whole range of short courses to force-feed servicemen en route to the Far East, and they identified these people by having them take at that time the Army language aptitude test, and if they scored above approximately a 50-percent mark on whatever that raw score was, they were then assigned to take a short course en route.

The idea was that these people would then be assigned to billets which the language was necessary of one sort of another.

The fact is when they got there, the assignment patterns were totally irrelevant to the fact people had been through that particular course. I graduated with honors from DLI in that course; and when I got there, they said you are a lifer, you go to a billet where you are not going to even have a chance to talk to anybody almost.

The fact is you can train a lot of people in that, but if you don't put them where they are needed, they are not going to want to retain the skill and; two, you are going to waste the resource, so even if you are looking for ways to put more money into the less commonly taught language, and do it effectively, I still think you have to consider what is going to happen on the other end.

Mr. SIMON. Any follow through, Dr. Gray?

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Ms. GRAY. Mr. Chairman, having aspired to the position of the Secretary of the Department of Education, I would like to just take 1 minute to respond to the question that you asked a previous panel.

In terms of the problems with the present foreign language programs as we know them, I think that much of the blame does reside within the foreign language teaching community.

We have really oversold our product in many cases, and we have promised very quick results in a short period of time.

Mr. SIMON. To see an ad, "Speak German like a diplomat in 2 weeks," just is an affront to everyone.

Ms. GRAY. I think that that is very much the case, and oftentimes students enter these programs thinking if they take French for a semester or quarter, then they will be able to use the language, and one of the harsh realities of language learning, particularly for adults, is that it is a long process. It does not have to be tedious, but it does require a lot of study, and one of the components that I think makes this bill so outstanding is the fact that it would encourage study after the second year which probably would result in students graduating with a higher level of proficiency.

Mr. SIMON. I thank you both very much.

I might add to Mr. Black's testimony, I went through his book of illustrative good programs, and I noted with chagrin that the State of Illinois does not have one, as I recall in there.

Mr. BLACK. The State of Illinois has an education task force that is working on the problem, and think that that speaks very well for the State of Illinios. There are many States in the Nation that need to do this and they are not doing it and the efforts of the National Cuncil of Foreign Language and International Studies may help remedy some of that, but even with third party work in this area, we still are going to need a great deal of Federal support to turn this around.

I don't know what to suggest other than that. The interest of individual States, one would think would be adequate to motivate States to do this. South Carolina is probably one of the larger per capita concentrations of foreign investments in that State, and it is moving in that direction.

Even a regional campus like South Carolina at Spartanburg, it has to insert international dimensions into that commuter college campus, and it has to increase the amount of language training it provides, because it is going to increase the job opportunities for people in that area, but I don't know how many other States are taking a more enlightened view. I know of a number. Maybe those are the only ones.

Mr. SIMON. You get the last word.

Ms. GRAY. You should know according to the modern language Association the University of Illinois in Urbana has one of the best programs in the country. It has received the Good Housekeeping seal of approval.

Mr. SIMON. Your book which really highlights schools that, like Kalamazoo College, I did not know what they were doing until I read your book which was very, very helpful.

Tomorrow the hearing will begin at 9 a.m., and it will be in 2257 Rayburn.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

We will hear from the Deputy Director from the CIA, Bobby R. Inman, and Major General Larkin of the Defense Intelligence Agency, and from people in the academic community and from other areas and one other witness who maybe of some interst, Moorhead Kennedy who was one of our hostages in Iran.

We thank all the witnesses, and those of you who have appeared and shown an interest in this subject which does not generate tremendous crowds and tremendous surge of interest, but is really important for the future of this Nation.

The subcommittee stands adjourned.

[Whereupon, at 12:45 p.m., the subcommittee was adjourned.]

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

NATIONAL SECURITY AND ECONOMIC GROWTH THROUGH FOREIGN LANGUAGE IMPROVEMENT

WEDNESDAY, JULY 15, 1981

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON POSTSECONDARY EDUCATION,
COMMITTEE ON EDUCATION AND LABOR,
Washington, D.C.

The subcommittee met, pursuant to notice, at 9:05 a.m., in room 2257, Rayburn Office Building, Hon. Paul Simon (chairman of the subcommittee) presiding.

Members present: Representatives Simon, Coleman, Erdahl, and DeNardis.

Staff present: Nick Penning, staff assistant; Judith Simmons, clerk; and Betsy Brand, minority legislative associate.

Mr. SIMON. I am going to take the liberty of convening our subcommittee before my colleagues get here. They should be arriving shortly. We are on the second day of hearings on the bill that would encourage—or it is our hope that it would encourage—a look at this whole question of where we are going in foreign language study.

We have a series of witnesses today that can help us focus on that. First we will take as a panel Adm. Bobby Inman, who is the Deputy Director of the Central Intelligence Agency and former head of the Office of Naval Intelligence, if my memory is correct; Maj. Gen. Richard Larkin, the Deputy Director of the Defense Intelligence Agency; and Craig Wilson, the Special Assistant to the Deputy Undersecretary of Defense for Communications, Command, Control, and Intelligence.

We are pleased to have you here. And Admiral Inman, we will start with you, and you may proceed as you wish. Read your statement or have it entered in the record, and then informally summarize. However you wish to proceed.

[The prepared statement of Adm. Bobby Inman follows:]

PREPARED STATEMENT OF ADM. BOBBY R. INMAN, DEPUTY DIRECTOR, CENTRAL INTELLIGENCE AGENCY

Mr. Chairman and members of the committee, good morning, let me begin by thanking you for giving me this opportunity to express my views on the need for strong leadership by the federal government for developing our nation's foreign language capability. This subject is of great interest to me personally and of particular relevance to my position as Deputy Director of Central Intelligence. For some time now it has been evident to me that our nation's foreign language capability has been rapidly deteriorating. One of the most obvious results of this deterioration is the adverse impact it is having in the Intelligence Community.

The importance of adequate foreign language capability in the Intelligence Community cannot be overstated. The development of technical intelligence systems in recent years has been of enormous value to us, but that has also served to increase

84-188 O—81——7

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

the need to enhance our foreign language ability and area expertise. Affording our youth the opportunity to learn foreign languages is essential, for our future intelligence officers will come from this cadre.

Foreign language capability within the Intelligence Community can no longer be limited to just the languages of major threat countries. Military and political intelligence are no longer the sole interests of the Intelligence Community. Third World nations now represent an increasing concern to us. Additionally, the economic, technological, and scientific capabilities of other nations, large and small, demand our concentrated attention. We must keep abreast of developments in all areas. And yet with this increase in demand for our expertise has come a decline in our foreign language capability. Now more than ever we must be able to translate and assimilate a vast amount of information as fast as possible in order to effectively and correctly analyze it and provide good input to our country's foreign policy makers.

There are other areas in which the Intelligence Community relies on strong language capability. Human source collection, through which we gather some of our most significant intelligence information, is critically dependent on foreign language ability for developing strong ties with our counterparts in other intelligence services and with the agents who report to us. The collection of human intelligence is an art. The success of our officers overseas depends to a very large extent on intangible psychological and human factors, on feelings of trust and confidence, and on personal rapport. Speaking the other person's language plays a critical role in this chemistry. Minimum level competence in a foreign language is just not good enough. Our intelligence officers must be as highly skilled in the language as they are in the other facets of their jobs.

The Intelligence Community relies heavily on foreign language skills in its exploitation of open source literature. Although the amount of intelligence information available to us in our own language is enormous, the quantum of published information in foreign languages which is unexploited or unexploitable is also great. There is a vast amount of scientific and technical information published in foreign language journals throughout the world which is of substantial value to our understanding of progress. The same holds true for the array of foreign language newspapers and media broadcasts. Currently, however, we must often rely on secondary rather than primary sources in research. Due to manpower restraints and a shortage of qualified linguists, we contract for a great deal of translation work. Experience has shown that the value of the intelligence derived from this translation is sometimes limited because of the accuracy of the translation and its timeliness.

We are obviously not able to contract out all the material we have to read and assimilate. There is a great deal of information which is so highly classified that we must depend on in-house expertise. Even if we could contract it out, our intelligence analysts would still need to be fluent in a foreign language in order for the CIA to fulfill its mission. It is not sufficient to merely report events. We must understand the culture and society in which the event takes place. The more subtle changes in a society are often lost to the individual who cannot converse or read in the language of the country.

We are particularly dependent on strong language skills in the economic reporting sphere. For some important intelligence targets statistical data are rarely published in English. In some cases the investment plans of foreign industries are published in English, but the financial data necessary to gauge the ability of an industry to carry out the plan is published only in the foreign language. Translation services, whether federally funded or not, generally cover only highlights of the economic news. Only by reading the full range of material available does one discover some of the more detailed information on an industry's operations that is important to our analysis of a country's economic activities.

I am sure that throughout these hearings you will be deluged by a mass of statistics on the nation's current foreign language capabilities. Unfortunately, I am limited in what I can say in open session about the statistical effect declining foreign language ability has had on our operations. Suffice it to say that we been impacted severely. Although we have a great many analysts and intelligence officers who have some foreign ability, many do not have the professional level of competence needed to conduct their jobs, and the language capability which they do have is not necessarily in their primary area of expertise. In the Operations area, we are now losing many of our most experienced people who have had 20 or so years of service using a second and third language. Replacement of these people has been made difficult by the fact that many universities and colleges no longer have foreign language requirements as part of their mandatory curriculum. Moreover, as a result of the discontinuation of the military draft, we have had fewer non-career military personnel with language training to draw upon. We need to be able to

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

recruit and hire people who already possess capability in a foreign language and not lose the time required to train them in this skill after they are on board. An intelligence officer's duties, whether he or she is destined for analytical or clandestine tasks, require a multifaceted training program that involves more than just language training. Total immersion instruction and in-country training in a language are not always feasible. More often than not, due to operational necessity, the officer must be pulled from training and set on assignment. We simply cannot afford the burden in terms of time, expense, security, and manpower to continually devote the bulk of a person's training period to the development of a language skill.

We are especially vulnerable when it comes to the more exotic languages such as Urdu, Arabic and Farsi. We have seen as steady decline since 1975 in almost all languages, including the more common Romance languages. Although for many years we have been concerned with more than proficiency in Chinese and Russian, our primary intelligence targets are the Communist countries. Now that the priorities in intelligence work have expanded to include much more than this area, we must be prepared linguistically as well as operationally and analytically for any development throughout the world, whether, it be political, economic, military, technological, or scientific. Consequently, we need strong skills in most world languages. Let me hasten to add that proficiency in a language does not necessarily mean competence in the myriad of dialects of the language. For example, an intelligence officer may be skilled in the Arabic spoken in Syria but almost totally deficient in the tribal dialects of the Gulf.

The Intelligence Community has long recognized the need to improve linguistic skills. We have frequently turned to outside sources in the academic world and in other Government programs for translation assistance. We have also implemented many of our own programs to develop strong language skills in-house. The Intelligence Community has an Ad Hoc Committee on the Linguists problem which acts as a central point of reference for those elements of the Intelligence Community which are concerned with the hiring and retention of operational and analytic personnel requiring a foreign language in their area of expertise. Each of the principal National Foreign Intelligence Board organizations concerned—CIA, DoD, and NSA—have specialized requirements and operate under different personnel management and career development systems, and it is thus impossible to devise any system which would be applicable to all of the National Foreign Intelligence Board members requiring language-qualified personnel. The Committee is effective nonethless in ensuring that solutions to common problems. The Committee is effective nonethless in ensuring that solutions to common problems adopted by one organization are made know to others and, where possible, adopted by them as well. Much effort has been given to ensuring that the independent programs of the various agencies are complementary and not competitive or redundant in nature. Within CIA itself, we have in the last few years implemented a Language Incentive Program whereby personnel are rewarded for achieving a particular level of proficiency in various foreign languages and rewarded for the maintenance of that skill. In addition, efforts have been made to allow analysts to rise to higher GS levels without changing their career tracks to management. This latter program gives many of our fine language-skilled analyst the opportunity to retain their proficiency and to continue serving the Intelligence Community in the area in which they are best qualified. We also try to schedule as many language-qualified people as possible for overseas travel so that they may have the opportunity to both use their language skills and learn more about the countries in which the language is spoken.

Aside from our own programs, the Director and I strongly support the recommendations contained in the report of the President's Commission on Foreign Language and International Studies issued in November 1979—The Perkins Commission Report. Regardless of the position one takes on the Commission's findings and recommendations, the report accurately summarizes the importance foreign languages play in our ability to correctly assess world events and provide our nation's leaders with timely, well-researched, and well-analyzed information from which they can shape our national policy. We also believe that such programs as the Department of Education's International Education and Foreign Language Studies-Domestic Program and the Translations Program of the National Endowment for the Humanities made substantial contributions toward solving our language problems. The Humanities Endowment Translations Program provides significant support to the Intelligence Community through translations that contribute to an understanding of the history and intellectual achievements of other cultures. They have or are conducting such useful studies as those dealing with Islamic legal practices, Hindu legal text, and the Bakhtiyari Tribal Confederation of Iran.

Let me close by restating my concern that the foreign language capability of our country is poor and is getting worse. This nation suffers from the fact that we are a

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

country in which a second language is unnecessary to do business on a daily basis except in certain unique areas. We are losing the large talent bank of second-generation Americans where another language was spoken at home, and we must remember that we are one of the few nations in the world which is not a truly bilingual society. Decisive action should be taken on the Federal level to ensure improvement in foreign language training in the U.S. so that we can cope with the problems we will face in future years as the pace of our involvement with the rest of the world becomes ever more important to our own survival and well being.

STATEMENT OF ADM. BOBBY R. INMAN, DEPUTY DIRECTOR, CENTRAL INTELLIGENCE AGENCY

Admiral INMAN. Thank you, Mr. Chairman. With your permission, I will enter the formal statement for the record and informally discuss its contents. I would observe first my appreciation to you for the opportunity to testify on my strong concern for the need to improve the language training in this country.

Out of all misfortune some good sometimes comes, and I do not think either of us could ever have forecast when we first began discussing the need for legislation on this topic that we would enjoy such intense media interest in the need for improved foreign language training in this country.

As you know if you have had a chance to look at my statement, my interest in the subject of foreign language training is long standing. It was a topic that took up some time in my confirmation hearings for my present job, and out of that you and I entered into a conversation from our own separate perspectives, each having worried for a long period of time about the steadily deteriorating language training capabilities in this country.

As you know, there have been a number of studies over the years highlighting this deteriorating condition, probably the latest one of some stature being that of the Perkins Commission. I am here to testify today as a concerned citizen on this topic, not to present a formal administration position pro or con on the legislation. The administration has not yet had the time to address in depth the extent of the needs or where one ought to go. Whether they will ultimately come down in support of your specific bill or other measures is still not yet certain to me.

But what is certain is that the deteriorating language study programs of this country are presenting a major hazard to our national security, and because national security interests underlie it, sooner or later the Government is going to have to provide, the Federal Government, is going to have to provide leadership in helping to solve this problem.

I spent the last 4 years as Director of the National Security Agency. I was for a year in the job that General Larkin has and, before that, 2 years as the Director of Naval Intelligence. Throughout all of those assignments, the importance of foreign language capabilities has been brought home steadily, first the need for foreign language capabilities to exploit open source unclassified information available to us. Much is available which we never get translated, to sift through the huge volume for its potential use in educating this country on political and economic areas of concern to us or technical concerns developed in what are currently nonadversarial countries.

In our human intelligence needs it is not just an ability to understand the language that is important, but rather there must

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

be the ability to converse with total fluency, to understand the nuances of conversation, and to be able to persuade others in their own language why they should give help to the United States in understanding events in their own countries or in other areas of the world where they can provide us assistance.

We are particularly dependent on strong language skills in economic reporting. This is an area that has been substantially neglected over the years. As one drew down the total assets of the intelligence community over a decade at a time when we should have been accelerating our coverage of economic intelligence, it languished. Much of the information that is of vital concern is available in unclassified materials, investment plans of foreign industries, financial data of various countries and industries. Translation services, whether federally funded or otherwise, generally only cover the highlights of the economy.

If we are going to assist the industry of this country —that is, the Federal Government assist the industry of this country—in being competitive in external markets, we are going to have to insure that better foreign language capability is available to exploit the data which is accessible.

The concern is not going to get less. It is going to get higher. We are privileged at this point to still have in service in the intelligence community many very competent operators who learned their languages in the 1940's and 1950's. They are reaching retirement age. Some have already gone. Others will be going.

To replace them we can find high-quality employees with no language skills. The Government then has to invest a year or 2 years to reach minimal stage of capability and, in many cases, up to 5 years, for the degree of fluency in the languages which are mandatory. Programs that would help accelerate language training during secondary and higher education programs will certainly shorten that time cycle once we hire people and will ultimately reduce the expense to the Government, money which must now be spent to provide that language capability after they are hired.

I have no optimism that programs supporting academic study will meet all our needs. I should underline that for you. We will clearly still need detailed training programs within the Government. We are not likely to find the exotic languages—Urdu, Farsi, or even Arabic—to the degree that we will need it, coming from the campuses.

But surely we can do better in producing in this country fluent Spanish and French linguists, German linguists and Japanese linguists to help us deal with many of the problems that we are going to face both as a government and in informing and executing foreign policy by an intelligence community in trying to understand events all over the world.

But also there are clearly going to be major needs in the industrial sector for better language capability. Here I speak as a layman, not with direct knowledge. But in watching for years, I am persuaded that one has a far better prospect of being competitive if you can deal in the language of the person with whom you are trying to make a sale. We have relied too often in the past in letting everybody speak English.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

I would suggest to you that industry has ample cause to join in any program that the Government might undertake to add contributions to better study in the academic world, looking toward a larger pool of linguistically qualified personnel for use in our overseas scramble for markets and sales as well as for helping the government do its business.

Thank you very much.

Mr. SIMON. Thank you very much, Admiral.

[The prepared statement of Gen. Richard Larkin follows:]

PREPARED STATEMENT OF MAJ. GEN. RICHARD X. LARKIN, DEPUTY DIRECTOR, DEFENSE INTELLIGENCE AGENCY

Mr. Chairman, I appreciate the opportunity to appear as a witness before this subcommittee, and to present views concerning the need for foreign language training in the defense intelligence community. I plan to discuss briefly some of the background affecting the future availability of language-trained personnel for the defense intelligence community and the importance of foreign languages to defense intelligence.

A. BACKGROUND

Since World War II a number of factors have tended to expand the need for foreign language knowledge by the intelligence community, a period when U.S. intelligence organizations themselves became established as national institutions. During this period, changes have occurred which have enhanced the role languages can play in information gathering and analysis in support of U.S. national security objectives. Yet, certain recent developments have made language-trained personnel more difficult to acquire and their skills more important to maintain.

Several key developments have affected languages as a vital adjunct of defense intelligence:

A growing number of independent countries, some of which create a need for additional languages;

A vast growth in the quantity of scientific, technical, economic and political information and statistics of intelligence value appearing in foreign language publications;

New technologies which vastly increase data gathering capabilities;

A large postwar immigration to the United States, providing a temporary supply of readily-available skills which has sharply diminished;

A gradual decline of military foreign language and area programs in both scope and student population;

The deemphasis of language and area training in universities in favor of physical science, engineering, business and management programs;

Greater freedeom of international travel, affording new opportunities to learn about foreign countries and intercultural differences;

A need for an increased number of defense attaché personnel accompanied by a dwindling number of U.S. military deployments and installations abroad;

Greater opportunities for the international exchange of ideas through activities of international organizations and scientific and cultural conferences.

These factors have affected in one way or another the problem of acquiring necessary language knowledge in support of U.S. intelligence objectives and the task of maintaining the necessary skills during the professional career of intelligence analysts and attachés. Thus, recent trends show that intelligence opportunities based upon language skills are increasing rapidly, while the availability of language-trained professionals has been gradually shrinking. This problem is directly related to the inability of our educational system to continue to provide the talent required for understanding foreign cultures and interpreting their behavior, a task which has been entrusted to the national security community.

B. IMPORTANCE OF FOREIGN LANGUAGE KNOWLEDGE TO DEFENSE INTELLIGENCE

Foreign language knowledge provides access to a wide range of intelligence information to include reports, documents and periodicals. The availability of these research materials is critical to the analytical needs of DIA. A number of reports are regularly translated by the Federal Research Division, Library of Congress (FRD) and by such other agencies as the Foreign Broadcast Information Service (FBIS) and the Joint Publications Research Service (JPRS).

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

However, in addition to such translations, there is a vital requirement for language knowledge on the part of many DIA analysts. A recent survey of present capabilities and future needs in the coming decade indicates that the proportion of language-trained analysts would increase from a current figure of about one-third to nearly one-half of an expanded analytical staff. As at present, there will continue to be a need for personnel in the defense attache system to be trained in the principal languages of some 83 countries to which they are assigned.

We also appreciate the direct relationship between foreign language knowledge and the effective pursuit of international studies, as emphasized by provisions of House Concurrent Resolution 301. With respect to the utility of foreign language knowledge in defense intelligence, many analysts use foreign language as a tool to screen publications, scan periodicals, or translate articles related to their work. The principal value of language knowledge, however, in the view of intelligence research supervisors and analysts, resides in its contribution to understanding other cultures, people and their thought processes. This insight enhances the ability of analysts to make judgements, explain situations, describe significant trends in foreign countries and more accurately predict future events. In addition, a recent comprehensive survey of DIA analytical staff assessed future language and area needs by focusing upon trends in countries judges by research supervisors and analysts as most likely to have a bearing upon emerging opportunities, problems and threats to U.S. security in the coming decade. In general, these trends were identified in countries that have traditionally been studied by the intelligence community, although certain potential problems indicate the need for skills in a few additional foreign languages.

Our study also concluded that DIA intelligence analysis ought to continue to utilize sources in the prevailing Western languages of former colonial regions, which comprise most developing countries. This judgement rests upon the fact that these languages continue to comprise the principal means of communication in governmental, academic, and commercial institutions of the former colonies. In addition, it appears that national or, in a few cases, tribal languages will increase in importance in some areas, and DIA is carefully studying such potential needs to identify the probable payoffs and costs.

Dia's anticipated needs for language-trained analysts by 1990 reflect increases in the number of analysts primarily with knowledge of Arabic, French, German, Korean, Chinese, Portuguese, Russian, and Spanish. In addition to such well-known languages, Dia perceives a need to develop some capabilities in languages of certain developing countries to include such languages as Afrikaans, Hindi, Swahili, Urdu, Pushtu, Malay and Dari. In order to meet most effectively its anticipated needs in the coming decade, Dia plans to take the following actions:

1. Include appropriate language qualifications among selection criteria for new analysts and attache personnel.
2. Maintain language knowledge of analysts and attaches through Dia-sponsored refresher courses.
3. Provide area familiarization and field experience to increase cultural awareness of Dia supervisors and analysts.
4. Support training in certain languages of the developing countries in areas of potential national security concern to the United States.

In conclusion, the availability of language-trained personnel for the defense intelligence community is shrinking while potential information resources around the globe have rapidly increased, requiring a significant addition of professionals with foreign language skills. Additional language-trained personnel in defense intelligence will also mean further improvement in the quality of our analysis through greater insight into foreign cultures.

Moreover, I would like to add that there are important advantages inherent in expanded language and area capabilities throughout our educational system. I am referring to the general benefit likely to accrue to the United States as a result of increased public awareness of problems affecting other nations and cultures. In addition, such an increase in language and area knowledge would be a significant factor in developing public understanding and support for such national security concerns as our foreign economic and military assistance objectives.

STATEMENT OF MAJ. GEN. RICHARD X. LARKIN, DEPUTY DIRECTOR, DEFENSE INTELLIGENCE AGENCY

Mr. SIMON. General Larkin. Incidentally, Larkin is a good Illinois name and probably a good name in many other States, too. You are not from Illinois, by any chance, are you, General?

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

General LARKIN. No, sir, I am from Nebraska. It is a Midwestern name, however.

Mr. SIMON. You are getting close to good territory there, General.

[Laughter.]

General LARKIN. I do appreciate the opportunity to appear here this morning, Mr. Chairman, as a witness. I would like to discuss briefly some of the background which affects the availability of language-trained personnel for the defense intelligence community and the importance that this language capability is to defense intelligence.

Since World War II a number of factors have tended to expand the need for foreign language knowledge by the intelligence community, the period when intelligence organizations themselves first became established as national institutions. During this period changes have occurred to enhance the role languages can play in information gathering and analysis with regard to United States national security objectives.

Yet, certain developments have made language-trained personnel more difficult to acquire and their skills more important to maintain.

Some of these key factors are: a growing number of independent countries, some of which have created a need for additional languages.

A vast growth in the quantity of scientific, technical, economic and political information and statistics of intelligence value appearing in foreign-language publications.

New technologies which vastly increase data gathering capabilities.

A large postwar immigration to the United States which provided a temporary supply of readily available language skills, but this has sharply diminished.

A gradual decline of military foreign language and area programs in both scope and student population.

The deemphasis of language and area training in universities in favor of physical science, engineering, business and management programs.

Greater freedom of international travel affording new opportunities to learn about foreign countries and intercultural differences.

A need for increased number of defense attache personnel accompanied by a dwindling number of U.S. military deployments and installations abroad.

Greater opportunities for the exchange of international ideas through activities of international organizations and scientific and cultural conferences.

All of these factors have affected in one way or another the problem of acquiring necessary language knowledge in support of U.S. intelligence objectives and have affected the task of maintaining the necessary skills during the professional career of intelligence analysts and attaches. Thus recent trends show that intelligence opportunities based on language skills are increasing rapidly while the availability of language-trained professionals has been gradually shrinking. This problem is directly related to the inability of our educational system to continue to provide the talent

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

required for understanding foreign cultures and interpreting their behavior, a task which has been entrusted to the national security community.

Knowledge of a foreign language provides access to a wide range of intelligence information to include reports, documents, and periodicals. The availability of these research materials is critical to the analytical needs of the Defense Intelligence Agency. A number of reports are regularly translated by the Federal Research Division of the Library of Congress and by such other agencies as the Foreign Broadcast Information Service and the Joint Publications Research Service.

But in addition to such translations, there is a vital requirement for language knowledge on the part of many of our DIA analysts. A recent survey of present capabilities and future needs in the coming decade indicates the proportion of language-trained analysts would increase from a current figure of about one-third to nearly one-half of an expanded analytical staff. As at present, there will continue to be a need for personnel in the defense attache system to be trained in the principal languages of some 83 countries to which they will be assigned.

We also appreciate the direct relationship between foreign language knowledge and the effective pursuit of international studies, as emphasized by provisions of House Concurrent Resolution 301. With respect to the utility of foreign language knowledge in defense intelligence, many analysts use foreign language as a tool to screen publications, to scan periodicals, or to translate articles related to their work.

The principal value of language knowledge, however, in the view of intelligence research supervisors and analysts, resides in its contribution to understanding other cultures, people, and their thought processes. This insight enhances the ability of analysts to make judgments, explain situations, describe significant trends in foreign countries, and to more accurately predict future events.

In addition, a recent comprehensive survey of our analytical staff assessed future language and area needs by focusing upon trends in countries judged by our supervisors and analysts as most likely to have a bearing upon emerging opportunities, problems, and threats to the United States' security in the coming decade.

In general, these countries have traditionally been watched by the intelligence community, although certain potential problems indicate the need for skills in a few additional foreign languages.

Our study also concluded that the Defense Intelligence Agency analysis ought to continue to utilize sources in the prevailing Western languages of former colonial regions which comprise most developing countries. This judgment rests upon the fact that these languages continue to comprise the principal means of communication in governmental, academic, and commercial institutions of the former colonies.

In addition, it appears that national or, in a few cases, tribal, languages, will increase in importance in some areas, and DIA is carefully studying such potential needs to identify the probable payoffs and costs.

DIA's anticipated need, for language-trained analysts by 1990 reflects increases in the number of analysts, primarily with a

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

knowledge of Arabic, French, German, Korean, Chinese, Portuguese, Russian, and Spanish. In addition to such well-known languages, we perceive a need to develop some capabilities in languages of certain developing countries to include Afrikaans, Hindi, Swahili, Urdu, Pushtu, Malay, and Dari.

In order to most effectively meet its anticipated needs in the coming decade, our agency plans to take the following actions: to include appropriate language qualification among selection criteria for new analysts and attaché personnel; to maintain language knowledge of analysts and attachés through our agency-sponsored refresher courses; to provide area familiarization and field experience to increase the cultural awareness of our supervisors and analysts; and to support training in certain languages of the developing countries in areas of potential national security concern to the United States.

In conclusion, the availability of language-trained personnel for the defense intelligence community is shrinking while potential information resources around the globe have rapidly increased, requiring a significant addition of professionals with foreign language skills.

Additional language-trained personnel in defense intelligence will also mean further improvement in the quality of our analysis through greater insight into foreign cultures.

Moreover, I should like to add that there are important advantages inherent in expanded language and area capabilities throughout our educational system. I am referring, of course, to the general benefit likely to accrue to the United States as a result of increased public awareness of problems affecting other nations and cultures. Such an increase in language and area knowledge will be a significant factor in developing public understanding and support for national security concerns comprised by our foreign, economic, and military assistance objectives.

Thank you, Mr. Chairman.

Mr. SIMON. Thank you very much, General. You had two excellent statements.

Now, Mr. Wilson, you have to keep up that fine record.

[The prepared statement of Craig Wilson follows:]

PREPARED STATEMENT OF CRAIG L. WILSON, SPECIAL ASSISTANT FOR INTELLIGENCE AND C-3 HUMAN RESOURCES, ON BEHALF OF THE SECRETARY OF DEFENSE

Mr. Chairman, members of the committee, on behalf of Secretary Weinberger, let me express my appreciation for this opportunity to talk about the Department of Defense foreign language program, to stress the significance of this program to national security and intelligence, and to reflect on Defense needs in the context of total national requirements and capabilities.

Our prevailing need is for foreign language trained personnel to support the Defense intelligence mission. This includes linguistic technicians, translators, interrogators, foreign area analysts, attachés, and a family of specialists working in cryptology and signals intelligence. Many of these people also operate high technology equipment of possess unique skills in language related and unrelated disciplines. Our requirements are such that our foreign language student loading will increase in excess of 60 percent in the five year period fiscal 1977 through 1982. We project continued student load increases at a minimum of five percent each year for the next 5 years.

To meet this need, the Department operates the largest foreign language program (or collection of programs) in the Free World. This includes the operation of the largest single foreign language schoolhouse—the Defense Language Instiltute Foreign Language Center, Monterey, CA—and a comprehensive collection of refresher,

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

maintenance, orientation, and enhancement programs administered in the United States and overseas. In 1982, we will send almost 5,000 young military men and women to the Defense Language Institute and the State Department's Foreign Service Institute for basic, intermediate, and advanced language training. In addition, civilian and military personnel attend foreign language programs at the National Security Agency's Cryptologic School, at Defense and State Department institutes abroad (such as in Japan, Germany, Taiwan, and Tunisia), and at a myriad of colleges, universities, and foreign language schools at home and in other countries. Our training efforts are aimed at providing a competent cadre of military and civilian personnel to fill the approximate 13,060 Defense positions requiring foreign language capability. Of course, the management of such a program includes human resource considerations that go far beyond training and education to include manpower, personnel administration, basing, and budgeting issues. This requires a complex integration of ideas, initiatives, and management actions, some of which take years to achieve. On the way to continued improvement, we are concentrating on five serious problems:

1. Fill rates (capabilities vs. requirements).
2. Attrition of trained linguists.
3. Basic skills training.
4. Skills maintenance and enhancement.
5. Program management.

The Department of Defense has requirements in approximately 52 languages and major dialects. As of December 1980 approximately 78–80 percent of those positions were filled with trained linguists. For example, our 1980 fill rates for six major languages were: Russian—85 percent; Chinese—84 percent; German—76 percent; Spanish—58 percent; and Arabic—73 percent. These rates reflect a fairly constant staffing capability in these languages for the past four years. This is a quantitative assessment; qualitatively, of those positions filled, it is estimated that only 50 percent of personnel coming into foreign language billets actually possess the necessary competence level. On-the-job training, work experience, and additional formal training may enhance the linguist's capability, but this is admittedly difficult in some positions where exposure to the language is not constant (such as in many tactical and direct support units). Our fill rate problem may increase as we press on in the development of the Rapid Deployment Force. Intelligence units to support the RDF will require an estimated additional 874 military linguist positions for six major Middle East and African languages and dialects. For these, as well as most all languages, there is not a trained, recruitable base within the American population. The Department must train its own and make major efforts to retain personnel who have been trained. Projected increases in requirements matched against the population available for military service remains a serious concern.

Attrition of trained linguists has been a problem. About 80 percent of the Department's requirement in foreign languages is for enlisted people; for the past several years they have left military service at a rate of 70 percent at the end of their first tour, and in excess of 30 percent at the end of the second enlistment. To combat this exodus, the Military Departments now offer enlistment bonuses (up to $3,000) and reenlistment bonuses (up to $12,500). These incentives, plus recent overall increases in base pay and benefits should go a long way to help solve the attrition problem.

As mentioned before, the Department of Defense operates a substantial foreign language training enterprise; the thrust of the effort is for basic skills or initial capability. For 1982, we have budgeted in excess of $30 million for the operation of the Defense Language Institute and other DLI funded programs. This represents a 100 percent increase over the last five years. Other major programs funded by the Military Departments, NSA, and DIA represent additional resource commitments to foreign language training and education. As you know, language is a perishable skill, and we have had some difficulty maintaining skill levels in units where language is not practiced on a daily basis. This includes tactical combat units and reserve forces that are not deployed against an active target until the outbreak of hostilities. Recent surveys conducted by the Defense Intelligence Agency revealed an extremely low percentage of reserve intelligence linguists who had confidence in their qualifications for immediate use if mobilized. This condition also exists in units stationed within the continental United States and to a lesser degree in units abroad. Refresher and maintenance training programs, therefore, have become a key initiative for the Department. These include the development and use of self study programs, adult continuing education classes, practice on live foreign transmissions, and in-country travel. In 1980, in excess of 116,000 servicemen and women were involved in the study of foreign languages beyond the resident programs under DLI auspices. Our commitment is to increase these programs to try to make better use of the resources at hand and to improve capability at the individual level.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

The management of the Defense Foreign Language program is a cooperative effort of the Office of the Secretary of Defense, the Department of the Army, as executive agent for training, and the other Military Departments and Defense agencies engaged in intelligence and foreign studies. We also participate with our colleagues elsewhere in the Intelligence community to assure an open exchange on problems, ideas, and opportunities of mutual interest. At the end of last year we established, for the first time, a general officer's steering committee to help guide the Department's efforts toward improved education and utilization of foreign language trained personnel.

In sum, the Department of Defense is moving on several fronts to respond to the need for foreign linguists. The American population no longer presents us with a large talent bank of bilingual and multi-lingual people on which to draw to meet current and future needs, and, therefore, we have been forced to invest heavily in our own training and educational programs. The problems, the shortfalls, won't be eliminated overnight. We will continue to seek solutions to our own unique problems, and to share our experiences as a full and interested partner in all national level programs.

STATEMENT OF CRAIG L. WILSON, SPECIAL ASSISTANT TO THE DEPUTY UNDERSECRETARY OF DEFENSE FOR COMMUNICATIONS, COMMAND, CONTROL, AND INTELLIGENCE, DEFENSE DEPARTMENT

Mr. WILSON. Thank you very much, Mr. Chairman, and other members of the committee. On behalf of Secretary Weinberger, I too would like to express my appreciation for the opportunity to talk about the defense foreign language program, the importance and significance of that program to national security and intelligence, and to reflect on the needs of the Department of Defense in the context of total national requirements and capabilities.

Our prevailing need is for foreign-language trained personnel to support the defense intelligence mission. This includes linguistic technicians, translators, interrogators, foreign area analysts, attachés, and a family of specialists working in cryptology and signals intelligence. Many of these people also operate high-technology equipment or posses unique skills in language and unrelated disciplines. Our requirements are such that our foreign-language student loading will increase in excess of 60 percent in the 5-year period fiscal 1977 through fiscal 1982. We project continued student load increases at a minimum of 5 percent each year for the next 5 years.

To meet this need, the Department operates the largest foreign-language program, or collection of programs, in the free world. This includes the operation of the largest single foreign-language schoolhouse, the Defense Language Institute Foreign Language Center in Monterey—which I know you visited recently—and also a comprehensive collection of refresher, maintenance, orientation, and enhancement programs administered in the United States and overseas. In 1982 we will send almost 5,000 military men and women to the Defense Language Institute and the State Department's Foreign Service Institute for basic, intermediate, and advanced language training. In addition, civilian and military personnel attend foreign-language programs at the National Security Agency's Cryptologic School and at Defense and State Department institutes abroad—such as in Japan, Germany, Taiwan, Tunisia, and other countries—and at a myriad of other colleges, universities, and foreign-language schools at home and in other countries. Our training efforts are aimed at providing a competent cadre of military and civilian personnel to fill the approximately 13,060

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

defense positions requiring foreign-language capability of varying levels. Of course, the management of such a program includes human resource considerations that go beyond education and training, such as manpower, personnel administration, basing, and budgeting issues. This requires a complex integration of ideas, initiatives, and management actions, some of which take years to achieve.

On the way to continued improvement, we are concentrating on five serious problem areas: First, fill rates; that is, our capabilities versus our requirements. Second, the attrition of trained linguists. Third, basic skills training. Fourth, skills maintenance and enhancement. And fifth, program management.

The Department of Defense has requirements in approximately 52 languages and major dialects. As of December 1980 approximately 78 to 80 percent of those positions were filled with trained linguists. For example, our 1980 fill rates for six major languages were: Russian, 85 percent; German, 76 percent; Chinese, 84 percent; Spanish, 58 percent; and Arabic, 73 percent.

These rates reflect a fairly constant staffing capability in these languages for the past 4 years. This, however, is a quantitative assessment. Qualitatively, of those positions filled, it is estimated that only 50 percent of the personnel coming into foreign-language billets actually possess the necessary level of competence. On-the-job training, work experience, and additional formal training may enhance the linguist's capability, but this is admittedly difficult in some positions where exposure to the language is not constant—such as in many tactical and direct support units. Our fill-rate problem may increase as we press on in the development of the Rapid Deployment Force. Intelligence units to support the RDF will require an estimated additional 874 military linguist positions for 6 major Middle East and African languages and dialects. For these, as well as most all languages, there is not a trained recruitable base within the American population. The Department must train its own and make major efforts to retain personnel who have been trained. Projected increases in requirements matched against the population available for military service remains one of our most serious concerns.

Attrition of trained linguists has always been a problem. About 80 percent of the Department's requirement in foreign languages is for enlisted people. For the past several years these people have left military service at a rate of 70 percent at the end of their first tour and in excess of 30 percent at the end of their second enlistment. To combat this exodus, the military departments are now offering enlistment bonuses of up to $3,000 and reenlistment bonuses up to $12,500. These incentives, plus recent overall increases in base pay and benefits should go a long way to help solve the attrition problem. Admittedly, increased compensation is not the only route to retention, but it is probably far in front of whatever else there is.

As mentioned before, the Department of Defense operates a substantial foreign language training enterprise. The thrust of this effort is for basic skills or initial capability. For 1982 we have budgeted in excess of $30 million for the operation of the Defense Language Institute and other DLI-funded programs. This repre-

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

sents a 100-percent increase over the last 5 years in funding. Other major programs funded by the Military Departments, NSA, and DIA represent additional resource commitments to foreign-language training and education. As you know, language is a perishable skill, and we have had some difficulty maintaining skill levels in units where language is not practiced on a daily basis. This includes tactical combat units and reserve forces that are not deployed against an active target until the outbreak of hostilities. Recent surveys conducted by the Defense Intelligence Agency revealed an extremely low percentage of reserve intelligence linguists who had confidence in their own qualifications for immediate use if mobilized. This condition also exists in active units stationed within the continental United States and, to a lesser degree, in units abroad.

Refresher and maintenance training programs, therefore, have become a key initiative for the Department following a heavy investment in initial training. These include the development and use of self-study programs, continuing education classes, practice on live foreign transmissions, and in-country travel. In 1980, in excess of 116,000 service men and women were involved in the study of foreign languages beyond the resident programs under DLI auspices. Our commitment is to increase these programs to try to make better use of the resources at hand and to improve capability at the individual level.

The management of the defense foreign-language program is a cooperative effort of the Office of the Secretary of Defense, the Department of the Army as executive agent for training, and other military departments and defense agencies engaged in intelligence and foreign studies. We also participate with our colleagues elsewhere in the intelligence community to assure an open exchange on problems, ideas, and opportunities of mutual interest. At the end of last year we established, for the first time, a general officers' steering committee to help guide the Department's efforts toward improved education and utilization of foreign language trained personnel. And I can report that the efforts of that group have been substantial already.

In sum, the Department of Defense is moving on several fronts to respond to the need for foreign linguists. The American population no longer presents us with a large talent bank of bilingual and multilingual people on which to draw to meet current and future needs. Therefore, we have been forced to invest heavily in our own training and educational programs. The problems, the shortfalls, will not be eliminated overnight. We will continue to seek solutions to our own unique problems and to share our experiences as a full and interested partner in all national-level programs.

Mr. Chairman, thank you very much.

Mr. SIMON. Thank you very much, Mr. Wilson.

Just by way of coincidence, today we are again on the Department of Defense authorization bill. We have heard from all three of you about our needs. And I have an amendment asking the Department of Defense to study whether or not we should not be mandating foreign-language study at all the military academies and R.O.T.C. and report back to Congress within a year.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

My understanding is that my amendment is noncontroversial, though they do not always turn out that way when you start off that way.

All three of you have talked about the immediate security problem you face because of the foreign-language issue. It is also safe to say that there is a more overriding kind of security interest. I should not make this statement; let me pose the question: Is it not true that there is a more overriding kind of security interest in making sure that we understand one another so that we do not precipitate some misunderstanding or miscalculation? This would obviously be true in the case of the Soviet Union. I do not know if any of you care to comment on that.

Admiral INMAN. Mr. Chairman, in the 1970's or beginning in the late 1960's, we embarked on a long period of time in which the prevailing attitude in making decisions on budgets, both in the executive branch and in the legislative branch on the whole national security account was aimed at what can we do without and, in that process, giving up knowledge in any detail about most of the countries of the world that did not represent an immediate military threat to our interests. That is, simply dropping activities and even dropping requirements to sustain the ability to read, to follow events in those countries in their own languages, to really understand the full significance of activities.

There is now a much broader recognition as we move into the 1980's that it is not that benign world, that the interests of this country are impacted heavily in political and economic ways as well as military ways and are going to be heavily impacted throughout the decade by competition for raw materials, for resources, for markets, by instability all over the Third World.

The degree to which bright observers with a good strong language ability are present in those countries as part of the Foreign Service, as part of the defense attachés, and who are necessary as clandestine intelligence with a language ability to understand events as they begin to settle long in advance of the time that we have the mobs in the streets and the sudden appeals for help, to help suppress riots before a friendly government collapses and is replaced by anarchy.

I have a great worry that we have not, as a country or as a government, faced up to the need to be looking toward what present, what representation, what observation do we need in every country with which we have any potential interest, as opposed to what we can do without.

Mr. SIMON. I thank you.

Let me, if I may, Admiral, direct another question. And if in any of these areas we get into classified information, obviously we are not in a position to use that here or receive that here.

But let me add I have been impressed by your statements. In these days where the CIA's headlines are not always the most favorable, let the record show that there are many of us who are most impressed by the Deputy Director of the CIA and your presence here today is an indication of that.

Mr. Wilson, in your statement, I would like to find out whether this is analogous in the CIA. You say—and these are rather startling statistics—as of December 1980 approximately 78 to 80 per-

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

cent of those positions that you require were filled with trained linguists, and you say this is a "quantitative assessment. Qualitatively, if those positions filled, it is estimated that only 50 percent of personnel coming into foreign-language billets actually possess the necessary competence level."

Now, would it be fair, Admiral, to say that the CIA faces a somewhat similar situation?

Admiral INMAN. Both CIA and the National Security Agency, from my knowledge, face comparable situations, in that there are substantial numbers of billets in those agencies—and, as you know, the actual numbers are classified—where one must have a high order of linguistic skills, not just passive. And it is increasingly difficult to find people with any rudimentary training in the languages that you need.

We are still fortunate to be able to find personnel with high credentials, high quality, with demonstrated language aptitude on tests. We can hire, but then the Government has to spend an extended period of time to train them with language capability after you get them. And it is particularly time to get them to the level of fluency that is necessary that is worrisome to me as we get on to dealing with the problems of the decade.

Mr. SIMON. If I may direct this question to all three of you as a final question. Admiral Inman has called our foreign-language deficiency a major hazard to our national security.

General Larkin, you did not use quite the same words, but you said, basically, we face very serious problems, and, Mr. Wilson, you have said the same.

Would it be correct to say that it would be of service to the national security if we could build a base in our elementary schools, high schools, and colleges and universities that the military could be recruiting from that would be of substantial assistance to the national security?

What I am trying to do is reverse what you suggested, General. Is that true?

General LARKIN. There is no question, sir, it would be of immeasurable value to the National Security Agency, in my estimation.

Mr. SIMON. Mr. Wilson?

Mr. WILSON. It could accelerate the long leadtime, the training time required to produce linguists. I mentioned before that 80 percent or more of our linguists are actually enlisted men. The training time for these people, the whole training time, basic training time, language training and training in other specialty areas, could amount to as much as 2 years before the individual is actually ready for his operational tour.

These people, as I mentioned, leave at a very high rate, and we must continue to replace that force. I would contend that any available resource that could lower that training time, and that could help us increase the number of people against our requirements is an obvious help to answering the national security mission.

Mr. SIMON. Yes, Admiral?

Admiral INMAN. If I might add something.

Mr. SIMON. Yes.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Admiral INMAN. I think we must always include, when we talk about our national security concerns, not only the Defense Department but also the Central Intelligence Agency and the Foreign Service and the means by which we communicate with the outside world.

I see for all of those needs that a broad-based program for language training in elementary schools has to be of major benefit to the national security across the board. And there are clearly also some benefits for industry that are going to come from that.

Mr. SIMON. Mr. Coleman.

Mr. COLEMAN. Thank you, Mr. Chairman.

Admiral, I find your testimony quite disturbing. You mentioned that currently we have to rely upon secondary sources instead of primary sources for much of our interpretation and research work because of the limited manpower of qualified linguists in this country. We contract out a great deal of this work.

You further state that experience has shown that the value of intelligence derived from translations like this is sometimes limited because of the accuracy of the translation and its timeliness.

You further go on and say that the most subtle changes in a society are often lost to the individual who cannot converse or read in the language of that country. We are especially vulnerable, you say, when it comes to the more exotic languages of Arabic and Farsi.

My question is, Is this lack of training and understanding and ability to speak these languages a factor such that our intelligence community was not aware as much as it should have been or that we, as a country, were more surprised than we should have been in the Iranian revolution and the eventual taking of hostages in Iran?

Admiral INMAN. Mr. Coleman, there are two parts that play on the problem. One is the decade-long drawdown in manpower in the intelligence community and in representation abroad. Actually, it is longer than a decade; it really goes back to 1967, when our principal interest was in the balance of payments and we began reducing our presence overseas to reduce the outflow of gold. And then it got a substantial momentum in the late 1960's, early 1970's, first as Vietnamization, then in trading off manpower for technology, then drawdowns for a failure to predict the October war.

The cumulative effect of all of that—again the actual figures are classified; I would be pleased, in a closed session, to give you some specific examples—but the cumulative impact was a drawdown ranging from a low of about 22 percent of those people dedicated to analysis in some agencies to as high as a 38-percent reduction in technical collection manpower.

While that drawdown in manpower was going on, there was a comparable loss in language skills as the youngsters flowing out of campuses had less and less language training and as we moved as a country into the situation where we have less second-generation people who had learned to speak a language in their home available to us.

So there was a compacting: As one drew down that manpower, increasingly that which you had left focused on the greatest concerns, the principal military adversaries; and for the bulk of the rest of the world, and particularly for countries which were consid-

84-188 O—81——8

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

ered to be friends, a minimal presence to observe the activities became the rule both in the intelligence community and in some cases in the Foreign Service.

Out of that you ended up not having people with a language skill present to follow the conversation in the bazaars or on the campuses, in the universities or in the mosques, to understand what was brewing in the way of a revolt which ought to have been available for good, bright, linguistically qualified observers to detect long before it ever reached the state where it was in the streets.

My conclusion is that both the shortage of people, the shortage, the reductions in people present in countries abroad and the lack of language skills all contributed to our failure to detect the activity there. I think it impacted on the slowness with recognizing what was happening in Central America, where in a great many cases, lack of representation, lack of language skills, lack of raw reporting that ought to have been detected, the efforts to ship arms, build guerrilla movements, long before it became the problem that it is now.

Mr. COLEMAN. Well, how can we consider our intelligence-gathering apparatus in this country first class if we do not have this capability? Do you consider us second class because of this lack of ability?

Admiral INMAN. In our coverage of our principal adversaries, I would describe it as a first-class capability in dealing with military threat, in dealing with warning against a Pearl Harbor kind of attack. In understanding new weapons systems and understanding political developments, even economic developments, there would probably be those who would disagree with me, but I would veer toward second class in that status, because of reductions in manpower and skills assigned to collect and report on the rest of the world. My view is that our capability is far short of what it ought to be.

But I began with a basic precept: that this country ought to take the approach of what might we need to know, not what can we do without, in deciding what representation both from Foreign Service and from the intelligence-collection capabilities we put in foreign countries.

Mr. COLEMAN. What you are saying is that of such areas as the undeveloped countries, the Third World, where we are dependent for many of our resources that we import into this country, that we have a second-class language capability; therefore, we have a second-class intelligence-gathering informational structure underlying that.

And I think that is something that we have to tell this country. I think it is something that you ought to get out and push, support this type of legislation, and we will certainly work with whatever resources we have, because I think it is not an overstatement.

Your last few words were that it is "important to our own survival and well-being." And it is time this message got out to the American people.

Let me ask you how long can we operate in this vacuum or in this timeframe? At what point does it start impeding to the degree where we cannot even handle what we are doing now as far as our lack of capability in language training? What timeframe do you

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

see? Collapse this down. When do we need to get this done? Give us a timeframe so that we can go out and tell this to the people and to the Congress.

Admiral INMAN. Mr. Coleman, the rebuilding process for the whole intelligence capability is going to take a long time. Just the time it takes to train linguists is one of the pacing events.

I have a rather pessimistic view of what the 1980s are likely to be like. I believe we are likely to encounter instability in much of the Third World, intense economic competition, strains on our alliances, drawing out of the first two. And I see no sign of any slackening of the momentum of the Soviets that we have been watching now at a very steady pace for some 16 years. The time is now when the rebuilding effort needs to get underway. It is not one that crash efforts are likely to have a high payoff.

We can do things like take greater advantage with more external assistance, contracts for capabilities in industry to help us in the near term in the intelligence community in some of the translation skills that we need. But those will not help us in getting representation abroad.

Again, I am treading my way through, since the hearing is in the unclassified mode, through some very treacherous area for being specific with you, because the actual details on budget size and personnel size are classified. There is a very substantial upturn in both the investment dollars and in people in the budget that you have in front of you, which is a good shot in the arm, to start with.

But I am more concerned—and really what drew me out in my conversations with the chairman to volunteer to come testify before this committee today is—that we need more than just short-term fixes. We need to embark on a long-term program that we will have confidence that will carry us through the latter part of the 1980s and through the 1990s with a ready pool of the kinds of skills that we need to have, and we are going to need to have, I believe, an even substantially larger community.

Mr. SIMON. Mr. Erdahl.

Mr. ERDAHL. Thank you very much, Mr. Chairman. I want to commend you for your ongoing involvement in this concern over better language training for the people in this country, whether they are in the military or civilian Foreign Service or whatnot.

In addition to being on this committee, I serve on the Foreign Affairs Committee. I think that in nearly every meeting or reception we are reminded with members of the German Bundestag last night, they all came in speaking with their eloquent, able English, and most of us cannot converse with them in their language. So we have a real deficiency with them in our country.

Mr. Chairman, you may be aware that when I was in the Army back in the 1950's as an enlisted man, I acquired an MOS as a linguist. Moreover, I found at that time they were interested in Korean and Russian and Chinese. But they did not have much use for my Norwegian, and I ended up as the company supply clerk instead. [Laughter.]

Mr. ERDAHL. But a couple of questions. You had already mentioned the DOD bill. Also, we have the military pay bill, which I think will probably be on the schedule later this week. I am per-

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

suaded that we must not only have linguists, but we must be willing to compensate our people in the military better.

I say this not to flatter you, but I think, Mr. Chairman, you and I agree, and maybe some of the others on this panel as well, that maybe we could transfer some of those billions from the MX missile project into things like language. Maybe that is not so glamorous. I often think that we as Americans can put men on the Moon, and yet we do not train mechanics that can adjust the points on our car. And so I think here in this area, some of these basic things like understanding other people is so vital.

A couple of questions. What are other countries doing in this area? We have had some reference to our adversaries and other countries in the world. But what are other countries doing in a comparable way in learning not only English but other languages as well? Would anyone wish to respond to that? General?

General LARKIN. With record to our primary adversary, the Soviet Union, Mr. Simon who just visited there, probably found out that they have a very intense, widespread, serious, and expensive program to train linguists. It takes about 7 years to produce an attaché, for example, in the Soviet Union. They are selected in secondary school. Individuals with talents are then encouraged to develop at least two foreign languages.

When they complete the language training, they are fluent in at least two foreign languages other than their native tongue.

I am not aware of what other countries do.

Admiral INMAN. Mr. Erdahl, I think the record varies greatly over what other countries are doing. Many of the Third World countries do not even have an English-language training program or at least a minimal one, which puts all the more pressure on us to communicate, to be able to speak in the language.

Of the more advanced countries, and particularly the ones that are our friends, our allies, but also our economic competitors, have very heavy language training programs. In a tour as an attaché in Sweden some years ago, my recollection is that by the time a youngster finished secondary education, they had been required not only in keeping up their Swedish, if they can find all that many other people that can converse them, but they have done at least 8 years of English and had done, if they were going to go the track toward universities, they had done 4 or 5 years in a third language.

And that same general approach occurs in many of the other countries. With our British colleauges, I am afraid that we may have inherited some of our bad habits from them, with the general attitude that we have conveyed for years of "Let them speak English," as our general attitude toward other countries.

Mr. SIMON. If my colleague would yield.

Mr. ERDAHL. I would be happy to, Mr. Chairman.

Mr. SIMON. Two things. One, in the Soviet Union—and our colleague, Tom Coleman, was with us on this trip—you start language either in the first grade or fourth grade, depending on where you live, and starting in the 1990's everyone starts foreign languages in the first grade.

Second, both General Larkin and Admiral Inman happened to mention, or did in the course of their testimony, we visited a

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

language academy in Kiev, and they mentioned five languages they were emphasizing, most of them the traditional. One of them was Urdu, just stood out like that. I would guess—and I stand to be corrected— probably in the entire United States we do not have 30 students of Urdu.

So other countries are doing things, and if for no other reasons than competitive reasons, we ought to be doing it. Thank you.

Mr. ERDAHL. Mr. Chairman, you mentioned, and I think, Admiral, you mentioned also, about our friendly competitors. Think of the Japanese and others who come here selling the various things they sell to us, and they do not expect us to furnish an interpreter; they speak English. And yet when our businessmen go over there, I think we are at a disadvantage because we usually have to ask them for their interpreter.

Another question, and I think you touched on this in the testimony, any one of you three gentlemen: Where basically do you get our recruit your linguists? Some obviously you train right from scratch who have an aptitude for it. Some, I think you mentioned, are second-generation people who still have a fluency in the language. Some may be coming out of the few colleges and universities that teach and emphasize the language.

Can you touch on that a bit? Do you really have to train most of them basically from scratch?

Admiral INMAN. I will defer to my colleagues on the military side. My experience in working with civilian linguists in the last two agencies has been that overwhelmingly now there is a pretty good supply of romance-language students, except probably not enough in Spanish. But there is a pretty substantial supply of applicants with French or Italian capability, substantially more than we have any need for. But they have already demonstrated their skill, and you can train them in a second language.

Overwhelmingly, we have to take people, most of them academic university-level qualifications, a BA degree or higher, we test them and they show high aptitude to learn languages, and then we spend the time and the money to train them in a language after we hire them.

General LARKIN. We have two problems. First, we are attempting to recruit civilian linguists for analytic purposes and military linguists for attaché duties. Our best source still appears to be a former military man who, while in military service, has been taught the language and then has become a civilian analyst.

Second, evaluate potential based on high school and college performance. We select those with a high aptitude for learning a foreign language or improving one they have already learned.

Mr. WILSON. For the large enlisted input in the Department of Defense, which this year will number close to 4,000 enlisted people to be trained at the basic level in foreign languages, virtually none of those people possess any foreign-language skill.

It is true that the intelligence community is getting the recruits that are scoring the highest on the aptitude tests at the time that they are screened at the time of initial enlistment. We are getting in excess of 80 percent of those who are scoring in the top 80th percentile of the ASVAB, the Armed Services Vocational Aptitude Battery. We are getting the best that there is.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

However, we can observe that the level of tested aptitude for foreign languages is less than it was a decade ago. We are not putting anybody in school that does not have an adequate aptitude. We are not going to try to make a silk purse out of a sow's ear. But we have people going into entry level language training who possess no other foreign-language skills, and that is the bulk of the people that the Department of Defense is training right now.

Mr. ERDAHL. Thank you very much.

Thank you, Mr. Chairman.

Mr. SIMON. Let me just note the presence in the audience here of Jack Otero. A reference has been made to the Perkins Commission. Jack is one of those who is very active in the Commission. We appreciate your being here.

Mr. DeNardis.

Mr. DENARDIS. Thank you, Mr. Chairman.

Let me apologize to you and members of the committee and our guests for being late. I have tried to catch up by perusing the testimony. But I hope I do not cover something that has already been covered.

Knowledge of a foreign language is indisputably a need for us militarily and otherwise as a nation. Knowledge of foreign language for the purposes that you would present, is it enough? How limited is mere technical knowledge of the language? What I am driving at, obviously, is knowledge, broader-based knowledge, about the Nation, the culture, which may result in nuances of expression that are important for the work that you do. And do you look at a more broader-based training for your requirements?

Admiral INMAN. Mr. DeNardis, we do look at that that way, and you are exactly on target. We have differing levels of need. There are cases where you need simply someone who can mechanically translate an unclassified document which is available to you from an open source.

And the difficulty that grows is if it is something that is very technical, our much greater worry has been analysts with a fluency in a language as well as others who can understand the nuances, who can understand the culture of the country and can very quickly assimilate the real significance, that if you simply read a technical translation you may miss a great deal.

I think the classic example is the slowness in recognizing the threat to our interests of the Islam situation. Much of it was simply not understanding the fervor that lay behind a lot of the words in a different language.

General LARKIN. In the defense segment of the intelligence community, we have a very dramatic need for the understanding that you have just stated. It does us very little good to have technical translations without knowing in fact what the man meant when he wrote the article. We have to know the idioms, we have to know the axioms, the nuances of the expressions. And you cannot get that from a mechnical translation. This, in fact, requires the cultural understanding of the language as it is spoken. We could not survive without a deeper than a technical surface knowledge.

Mr. WILSON. Foreign language training is obviously the first step toward the acculturation that Admiral Inman and General Larkin are talking about. In addition to that, however, we need to press on

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

in addition to cultural studies with more stress in international geophysics, economics, and the understanding of foreign technology and science.

A deliberate effort must be given to these areas at the graduate study level, in order to meet some of the analytical needs of the Department of Defense.

Mr. DeNardis. I have always thought that the value of the draft and, in particular, the way in which ROTC's flourished during that period—and I am a product of that system—was to produce for military service, if only in the short run, people who had language skills and liberal arts training to be able to support in a skillful way that proficiency and that that was useful to the military if only for 3, or 4, or 5, years.

I note that the admiral in his testimony on page 4 makes note of that, makes passing reference to it, anyway. If this has already been covered, I will look at the record. But I am interested in language training and liberal arts training to support that at the service academies. What is the curriculum like at the service academies?

Admiral Inman. I think we are probably not the best witnesses to have on that score. But I would encourage you to pursue that, even if I end up getting in some hot water with some very distinguished military personnel who over the last two decades worried that we were not producing enough technical skills from the service colleges.

I think the criticism was very valid at the time, but again, in looking at what the 1980's and 1990's look like, at least to me, where we are far more likely to have to deal with very complex situations and instability all over the Third World, that there is increasingly going to be a premium on some liberal arts training and certainly language skills in our military.

Mr. Wilson. We can provide that data for your record, what the service academies are doing right now. We have provided it to the President's commission 2½ years ago, so we can give you an update on that for the record, if you wish.

Mr. Simon. If my colleague would yield. As of right now, we have no requirement in the academies. There is an amendment—I will lobby him while I am here—I have an amendment today that asks the Department of Defense to study the possibility of requiring it at the academies.

I might also mention, Mr. Wilson, that one of the things you might want to look at the in the Department of Defense, we have no such requirement for ROTC, another obvious source for developing linguists.

I would think, in fact, if you, Mr. Wilson, could take a look at that question, and maybe within 60 days get back to us and see if maybe we should not modify our policy on ROTC.

Mr. DeNardis. Thank you, Mr. Chairman.

Thank you.

Mr. Simon. We thank all three witnesses for really excellent testimony here this morning. We are grateful to you. It is not exactly comforting testimony, but it is testimony we need to hear. Thank you very much.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Admiral INMAN. Thank you, Mr. Chairman. We are all greatly appreciative for all of your interest in this field.

General LARKIN. We certainly are.

Mr. SIMON. Thank you.

Our next witness is Mr. Moorhead Kennedy, who was one of our hostages in Iran, whose wife became a spokesperson, unofficially designated, for the hostages.

STATEMENT OF MOORHEAD KENNEDY, FOREIGN SERVICE OFFICER, DEPARTMENT OF STATE

Mr. SIMON. Mr. Kennedy, before you begin your testimony, if you can describe—I forget what the precise title is—the work you are doing right now in connection with the Cathedral of St. John the Divine in New York.

Mr. KENNEDY. Thank you, Mr. Chairman.

I am, as you know, retiring from the Foreign Service and beginning to pick up my new function at the Cathedral of St. John the Divine, executive director of the Cathedral Peace Institute. This is the brandnew foreign policy institute designed to study and make clearer to the American people the role of religion in foreign affairs.

Quite obviously, I reached a conclusion about the importance of the role of religion, as a captive of a religious revolution. What we really hope to do through publications, seminars, public speaking, is to raise the level of consciousness of the American people of the importance of religion. And by that we include, therefore, foreign cultures and, by extension, foreign languages.

I think that the concerns of this committee are very close to the concerns which led us to start this institute, of which I will be the executive director.

Mr. SIMON. Thank you. We will let you get that commercial in, a good commercial, before you begin your testimony on the subject at hand.

We welcome your statement at this point, and then we will toss some questions at you.

Mr. KENNEDY. Thank you, Mr. Chairman.

I did not prepare a written submission, because I am not here in an official capacity. I am sort of halfway between my 21-year career as a Foreign Service officer and my new responsibilities, and I hope it is understood that I am speaking for myself, my own observations as a career Foreign Service officer, and the importance of language training.

Mr. SIMON. That is correct.

Mr. KENNEDY. I would like to begin by pointing out I am very personally keen on foreign languages. I came into the Foreign Service with French and Arabic. I subsequently picked up, in an assignment at Athens, quite a bit of Greek. The Foreign Service Institute trained me in Spanish very well before my assignment as economic counselor in Chile. And my wife, Louisa Kennedy, has taken the French course and has spoken French most of her life. So to us, foreign languages were very much a part of our lives, part of our dedication to the Foreign Service.

And in addition to all the very important defense considerations, technical considerations so ably described by the previous witnesses

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

and to which I think any Foreign Service officer would certainly subscribe, part of the role of the Foreign Service is to get into the life of a foreign country, to get under the skin, as it were, of its society, to get to know people, not just across a desk, not in a contact or interviewing situation, not just in the analysis of documents, but to know them, to have friends with whom you can converse, because only in that way can you get a real feel for how that country is reacting to the United States, how it is reacting to other forces.

The difference between people who know a country on that basis and those who know it only, shall we say, impersonally through documentation, even if they can read the language, is absolutely fundamental. My personal belief is that the Foreign Service, within its budgetary limitations, does a pretty good job of training in foreign languages. Certainly, the Foreign Service Institute is a superb language training institute.

I went through language review in Arabic. I learned my Greek 2 hours a day after hours, again with the Foreign Service system. I took the entire course in Spanish, and my wife took the entire course in French, and it is excellent. I think it is a model. It is as good probably as any in the world.

But having said that, there are some problems that it encounters and that the Foreign Service necessarily encounters and which, I think, your bill very clearly addresses. Both my wife and I noticed, in taking the Spanish and the French courses, which were basic courses, that the language aptitude of many of the incoming recruits to the Foreign Service was very low indeed. I noticed that one of the witnesses mentioned a falling rate of achievement on the aptitude tests administered within the military establishment. And this was certainly my own impression for the younger men and women coming into the Foreign Service.

I think, in part, their English training in their own language was very deficient. I think we all know, all of us who are parents—I think that is probably a large part of the committee—that there is a declining feel and grasp of our own native language. We are not an articulate language. We do not communicate as well with each other as we should.

The youngsters these days, when you listen to them speak, you wonder how any idea is passing from one brain to the other. I do not think I am exaggerating; I think we all have that feeling.

But I think, in part, it is because we do not emphasize foreign languages. I noticed that when I went through a language training program, be it Spanish or Arabic—and I did, I might add, Arabic under the British, who do have a very good Arabic training program, or did, in their school near Beirut—but all of us found that our English was improving because we were thinking communicatively. We were thinking with much greater precision. And this, quite apart from or in addition to the use of language when you are dealing with foreigners, is a very important cultural adjunct.

So I think the lack of language skills or aptitude possessed by these younger officers coming in—and this was not, of course, all of them, but too many, let us say—was because they had not been exposed to foreign languages at an early enough age.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

There is another problem, too, that was again touched on by the witnesses. Language training is only part of it. You must practice it once you get in the field. In the military mode they were talking about units that were in, shall we say, ready units, but ones which did not have, for obvious reasons, exposure to the areas where they were trained to operate in. But in the Foreign Service we often see the phenomenon repeated in the American business community, repeated in the American media abroad, our international lawyers stationed abroad, of Americans who really have very little curiosity about the countries to which they are assigned, not enough knowledge to get to know the people, even if they have been technically trained in the language.

They make their friends among the American community. They sort of draw their linguistic wagons in a circle and within that and within the comfort of people who speak only English and a few token foreigners who want to climb over the wagon and come into the American campground. They lead very, very American lives. And I think, in part, this is because too many of our countrymen—I would say increasingly—inarticulate, are also not sufficiently attuned to foreign cultures via the foreign language route when they were very young.

You notice our Dutch colleagues, Dutch diplomats, Dutch businessmen, Italian, German, particularly, are much more prepared to become part of the furniture, to use a compliment that was paid to us by a Chilean friend, part of the life of the country, simply because they have been learning foreign languages all their lives and because they do not have what Admiral Inman referred to, the kind of arrogance that others should be expected to know English.

I think, in response also to a question raised about whether our misfortunes in Tehran had to do with a lack of capacity to understand what was going to happen to us, many of the Embassy in Tehran spoke very good Farsi on the Foreign Service side. John Limbert, Mike Metrincko, Ann Swift, among others, and Victor Thomson, the political counselor, had varying degrees of proficiency. Barry Rosen, on the cultural and press side. Some, almost bilingual. One had an Iranian wife.

I think for an Embassy that was rather hard to staff, for obvious reasons, I think we were doing pretty well. Two in the military, one better than the other, had some foreign language, had Farsi. And we had foreign language technicians. There was nobody from the CIA who had any Farsi. I think this was a problem for us, a very definite problem.

I think, however, that the basic thought I would like to leave from my own personal experience with this committee is that we need to be more communicative, we need to be less provincial. And the best way to do that is, besides increasing the funding of the FSI, the Foreign Service Institute, besides increasing foreign-language training at West Point and at Colorado Springs, I think it should go right down to the primary school level, because that is where we are going to get naturally.

That is when you do it best. That is when you grow up with a far more open view of other societies. And I think that is something we desperately need.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

That concludes my testimony. I would be very happy to answer questions.

Mr. SIMON. Thank you very much, Mr. Kennedy.

First, in relation to the situation in Iran, I have been told—and you seemed to indicate that this was not accurate—that 3 of the 52 hostages were fully fluent in Farsi. Is that not correct?

Mr. KENNEDY. That is not correct. Let me be very precise for the record. John Limbert, whose wife, Parvani, is Iranian, spoke beautiful Farsi, learned originally, I believe, in the Peace Corps and kept up through academic study.

He was also a very good Arabist, and two of his students in Arabic, Barry Rosen of the Information Agency, again bilingual, Victor Thomseth, whose basic language was Thai, had been consul general in Isfahan and spoke very good Farsi.

Ann Swift—that is, Elizabeth Ann Swift, to give her full name—was a newcomer; she had just been through training but spoke it very well.

On the military side, Colonel Charles Scott, who was with the Defense Liaison Office, spoke pretty good Farsi, quite good. And Colonel Shafer, who was the defense attache, spoke enough to be able to do his job.

Now, all the Foreign Service officers I mentioned were on the political side, or present culture. On the economic side, we had a very bad deficiency. I was only there temporarily, for a 3-month assignment, although Arabic was one of my languages.

Mr. SIMON. That was a rather long temporary assignment.

Mr. KENNEDY. It was a very interesting temporary assignment. [Laughter.]

But it is perfectly true, as the admiral points out, that we need better economic intelligence. You can function on the economic side a little more easily without the language because you are dealing with bankers and others who themselves have to learn English to function in this world.

On the political side, you have to deal with a much wider swath in the society. You have to get down to a more grassroots level.

Let me only add as an addition to this, the American people did not learn about Iran through the Foreign Service, but they learned about it through the media and particularly the electronic media. And nobody among the media who were interpreting Iran to the American public and, therefore, whose judgments had an important view, an important impact on how our Nation was reacting, none of them had any language facility.

Mr. SIMON. So if I follow your statistics correctly, if I am calculating correctly, 6 of the 52 hostages spoke Farsi, and none of the media and none of the CIA?

Mr. KENNEDY. Right.

Mr. SIMON. You mentioned the Foreign Service, to use your words, "does a pretty good job." We had testimony yesterday from Mr. Higgenbotham, who now heads the cultural attache program at the Department of Commerce. He was in the Foreign Service 25 years. He said at no point was he encouraged at all to study a foreign language.

Mr. KENNEDY. I am very glad you raised that question, sir. I have known him for years. I have a high respect for him. And since

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

he has said it, I can say it even more. It is perfectly true, the lack of incentives in Foreign Service to learn a language is not nearly good enough. Let me be very specific. If you look at the Foreign Service efficiency report form, which is what determines your promotion—and may have been changed, but I am not sure it has been changed in this respect—you will see a very small space given to communicative abilities. A very small space given to how much you are getting out and getting to know the people in the country.

In that one document alone you have usually one or two sentences saying, "His ever-improving Spanish" or something. It is usually pretty flattering, because everybody pats each other on the back when it comes to something that is not given the highest importance.

There are no effective financial remunerations given for language training. And this is not only for learning it, because taking a year and a half as a language student, particularly in Tunisia, which is our Arabic center, can be almost an academic sabbatical. People volunteer for language training as junior officers.

But it is in keeping it up and it is in being reprocessed. And that is where we have a real problem. Everybody has to come back to Washington. It is obviously a very important part of the Foreign Service officer's career. There is some 6:30-in-the-morning training at the Foreign Service in the more basic languages, but not, as far as I can see, in the more difficult ones which are much harder to retain because their thought processes are very different from the thought processes that go into the European languages.

So anybody can keep up his French. You only have to read LeMonde from time to time. But to keep up Arabic is really very much harder. And there ought to be an obligatory requirement for officers to pass an examination on a yearly basis, particularly those in whom 30,000, 40,000, 50,000 dollars—you can get the figures from FSI—have been spent learning the hard languages. There ought to be at the same time a financial remuneration for those who can keep up their languages.

Let me give you one thing that is very disturbing. I came back from Chile and had a temporary job in Beirut and had some language refresher. I was told that officers with some seniority who had enough Arabic to fill the senior jobs were scarce as hen's teeth—I am quoting a personnel officer. I asked why, when we had all these numbers of officers who had gotten the 33 professional, basic professional level.

The answer was that they were simply declining to go back to refresher. They had reached middle life. They did not want to be students again. They did not have any career incentive to do it. They thought they had made it, that language learning was a part of the time when they were younger and hungrier, in career terms, and when they had reached a certain point they did not want to bother with it.

Now, this, I think, is very bad because it is a loss of an investment. And so the Foreign Service is full of people who will tell you with a sheepish grin, "Oh, yes, I used to be a good Arabist," and yet they go out to the Middle East again because it is on their record, and you discover you get them into a meeting or something, and it is just gone. They might as well not have had it.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

So I think that an incentive system, both the carrot and the stick, of the kind I mentioned would be extremely useful to keep up this kind of language capability.

Mr. SIMON. What I sense you are saying, even the evaluation sheet that automatically has a place where you check off, is he keeping or is she keeping up his or her Arabic or whatever the language skills, some, as you say, both a carrot and a stick ought to be used.

Mr. Coleman.

Mr. COLEMAN. Mr. Chairman, I want to thank Mr. Kennedy for coming. He had no prepared remarks, but they were some of the most articulate testimony that I have heard in many days. I agree with everything you say.

And I have no questions, but a statement: That on behalf of all the people that I represent, my first opportunity to tell you how proud we were of how you conducted yourself, and your wife and how she conducted herself, through the ordeal that you went through.

Mr. KENNEDY. Thank you very much, Mr. Coleman.

Mr. SIMON. Mr. Erdahl.

Mr. ERDAHL. Thank you, Mr. Chairman.

I would echo those same observations that Mr. Coleman just made.

One question or observation. You cited several times—I do not know if you used the word "necessity," I will use it—to train people in languages at an early age, the primary school level. Can you elaborate a little bit more on that, because I sensed that is one of the deficiencies, because if we had trained people at the elementary and secondary school level, obviously some of them would be going into the Foreign Service, CIA, military, business, and all these things. How can we do a better job?

Mr. KENNEDY. I think that children are natural linguists, and the proof is my son Duncan at age 16 has borrowed an Arabic textbook to master on his own, because he is conscious of the fact that up to the age of 4 he spoke Arabic much better than he spoke English. And this is part of his view of himself.

I am sure it will come back to him. I am sure that way in the IBM recesses of his mind there is a capacity there and that this will come out again.

Now, I think at that age when you are teaching children a foreign language, you are teaching them to be articulate. You are teaching them to speak. It does not matter what the language is. I think our tendency has been the other way. There was an emphasis to teach Spanish language to children of Hispanic origin in Spanish, to make it easier for them. I think that is entirely the wrong approach.

I think children are challenged by a foreign language. You see this in bilingual families. My brother has an Italian wife, and my nephew and niece speak Italian with their mother and English with their father, and they are perfectly comfortable with the situation. They like playing the parents off against each other. [Laughter.]

But I think you could add greatly to the challenge of primary school education. I think it is as good a program as any. In part,

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

because you are developing the base which many years later will be the intelligence clerks and Foreign Service officers and, let us say, oil company executives, but also because you are making children more communicative. You are making them better-educated people. You are making better Americans. This should be the basis for it.

Mr. ERDAHL. I think that is a very perceptive observation that we need to hear. I have thought that, too. How do people learn very difficult languages: Arabic, Finnish, Chinese? Obviously, there are millions of people who do it from childhood.

In our own family we have a little girl who is now 4 years old. And when we moved here a couple of years ago, we had a Vietnamese family across the street. Their little girl could speak no English, and it was obvious in a period of months she learned to speak English from our little girl, never getting the languages confused, always talking in Vietnamese to her mother and talking English to us. And yet, in this whole process, our little daughter never learned one word of Vietnamese. It was kind of a one-way street.

Mr. KENNEDY. There is the incentive question. Your daughter did not need to know Vietnamese, but it is very clear to little Moi that she needed to have English.

Mr. ERDAHL. We tried to get her to say some words, "What is this?" A chair or something, in Vietnamese. But she would never respond.

Mr. KENNEDY. This was her secret.

Mr. ERDAHL. Maybe so. Thank you very much.

Thank you, Mr. Chairman.

Mr. SIMON. We thank you again. I would really again echo Tom Coleman's sentiments. We are proud of you and your colleagues and your wife, and we extend to them our greetings.

Mr. KENNEDY. I will certainly extend her your greetings. It has been a great honor to be here.

I wish you all success with the bill. I think it is terribly important.

Mr. SIMON. Thank you for adding to it here.

Our next witnesses will be a panel: Dr. Dale Lange, of the University of Minnesota, director of graduate studies; Dr. David Edwards, from the Joint National Committee for Languages; and Dr. Eugene Timpe, who happens to be from Southern Illinois University.

It is a pleasure to welcome you here. And we thank all three of you for your interests and you leadership.

We will call upon the past president of the American Council on the Teaching of Foreign Languages, first of all. And Dr. Edwards is representing Dr. Alatis, who cannot be here. But all three of you have been extremely helpful along the way. It is not simply your testimony here today. Let me express my appreciation for that.

[The prepared testimony of Dale Lange follows:]

PREPARED TESTIMONY OF DALE L. LANGE, IMMEDIATE PAST PRESIDENT, 1981, AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES

Mr. Chairman and other members of the subcommittee, I wish to take this opportunity to thank you for inviting testimony on H.R. 3231 from the American Council on the Teaching of Foreign Languages which I represent as Immediate Past President for 1981. I am especially proud, Mr. Chairman, to know that two Repre-

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

sentatives from my home state of Minnesota, Mr. Erdahl and Mr. Oberstar, have co-sponsored the bill with you.

The testimony that I intend to offer is organized around four points: (1) Experience with our language failures, (2) The strategic and economic importance of having citizens well-versed in languages, (3) Reactions to the bill with some suggestions, and (4) The impact of the bill on the language situation.

EXPERIENCE WITH LANGUAGE FAILURES

Having been in Germany as a student and in France as a director of a University of Minnesota program for teachers of French as well as an exchange professor at a French university, I have seen a wide spectrum of Americans function very poorly in a language other than English:

(1) A U.S. Consul at the Consulate in Stuttgart, Germany, who spoke little or no German, who had to have a German-speaking bilingual secretary translate German documents in order that he would be able to understand them. In such a case, a Consul can lose control over communication with the host country.

(2) Hundreds of examples of U.S. Military in Germany who made no effort to learn German, but who lived and mixed with Germans. Such lack of language capability in these situations has caused innumerable misunderstandings of a cultural nature between German and American service personnel and their families. Without a language capability, the misunderstandings continue, having no means for resolution. While my experience cannot speak for communication in military operations in the NATO countries, I assume that problems in that case could be quite serious since most service personnel cannot communicate in everyday situations. That this situation should exist after thirty-five years is astounding!

(3) The many tourists, who cannot negotiate their way in a post office, hotel, or restaurant, who shout at the person behind the counter, thinking that a loud voice in English will help the situation. The arrogant assumption in these situations is that, no matter where one goes outside the U.S.A., everybody speaks English; therefore we, as Americans, do not need to know languages other than English.

(4) Some of the teachers of French and German I have known who, in spite of degrees in language, cannot communicate. Many of these people teach on the basis of a college minor and have never been outside the U.S.; many have been embarrassed even to try to communicate in the language they teach because they lack sufficient proficiency.

(5) And finally my own failure—the embarrassment of not knowing Spanish when I arrived in Spain. Speaking two languages other than English, neither of them Spanish, I realized the psychological and cultural disadvantage I was at in trying to deal with Spanish people. I had no tools to deal with the situation; it was as though I were naked.

THE STRATEGIC AND ECONOMIC IMPORTANCE OF HAVING CITIZENS WELL-VERSED IN LANGUAGES

Mr. Chairman, it is not within my expertise to comment extensively on the strategic and economic implications of the capacity of American citizens to use languages other than English. Other witnesses have direct competence in those areas and have already testified in that regard. However, as a citizen who is concerned about our image abroad, I feel that I have the right to continue to ask about the capacity of U.S. government officials to use languages other than English. Without quoting facts and figures, it is now clear that the failure of U.S. government policy in Southeast Asia was partially a result of being ill-prepared to understand either the languages or the people and the cultures of the Indo-Chinese peninsula. It also appears that our problems in Iran can be traced, again in part, to lack of capacity in Farsi. In recent months I have written to several Congressmen as well as to the President about the ability of American officials who are dealing with our escalating commitment in El Salvador. I have directly asked what Foreign Service Institute Oral Interview Proficiency ratings the Ambassador and his Deputies have. The responses I have received from Congressmen indicate that I have posed a good question; the President's office ignored the question in a recent response. We cannot afford to place Foreign Service Officers or Staff who do not know the language of the people with whom they are dealing on line in either sensitive or non-sensitive areas of the world.

In business, it would be interesting to sort out the effects on the balance of payments of those U.S. firms in international business which sell their products in the language of the buyer against those who sell their products to the buyer in English. If this sorting could be done and my assumptions are correct, the results may be similar to the current Japanese and American economic situations. Lan-

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

guage is an important tool in selling goods and services; we have learned that lesson in selling in English in the U.S.; why can we not transfer this knowledge to foreign trade?

The importance of communication in a language other than English in the development of our strategic, diplomatic, and economic interest is self-evident to most of us. Yet we continue to force others to speak to us in English. As with our new national economic policy, we need to take the hard way out, forcing us to use the languages of others. Can we not risk the gamble?

REACTIONS TO THE BILL AND SOME SUGGESTIONS

Mr. Chairman, the American Council on the Teaching of Foreign Languages is proud to have contributed its ideas to H.R. 3231, especially in Section 2. We are enthusiastic to see model programs and a variety of alternative approaches for children from five through seventeen in the language of the bill. We would recommend that specific language be added to Section 2, article a) which recognizes grants for model programs in school districts which currently do not have language programs. Line 21 of page 2 of the bill speaks to the "improvement and expansion" of foreign language study but does not mention the commencement of model programs where they do not now exist. I mention this need because many smaller school districts in this country do not have foreign language programs. An innovative approach for the teaching of German using an itinerant teacher and electronic media, closed-circuit TV, is being experimented with by a consortium of seven schools without any language program in rural Minnesota. Model programs for these schools need to be developed and tested for possible use and adaptation in other rural contexts in this country. It is this kind of start-up model and others not yet developed which need support because they show that quality education, which includes the study of languages other than English, is possible in small and rural American public schools.

ACTFL is also supportive of Sections 3 and 4 of this bill, Mr. Chairman, in that they give support for foreign language study in higher education. But we are concerned about several features:

(1) The concept of model programs is not carried through in higher education. There is no less need to deal with model programs at this level than in the elementary and secondary schools. IHEs are experimenting with different forms of intensive language instruction from a two hour a day, five days a week program during the academic year to three to six hours a day, five days a week, five to ten week programs during the summer. Beginning courses at this level may also concentrate on one or a combination of language activities, such as the development of listening and reading comprehension (minimizing speaking and writing), the development of oral communication, and/or the development of written communication. These approaches to language learning need both planning for and evaluation of success in different contexts. The language of this portion of the bill could be made as specific as that of the elementary and secondary portion in relation to the development and testing of model programs.

(2) In these two sections. OHEs are not specifically required to guarantee sufficient funds to ensure that the program be carried out as in the application as elementary and secondary schools in Section 3.(b)(3). Such a requirement for IHEs would suggests that the costs of an application are in part borne by the IHE and the Federal Government in consort and not solely by the Federal Government. This statement is in full recognition of the language of Section 3.(a)(1), lines 9 and 10, ". . . to reimburse such institutions for part of the costs of providing foreign language instruction . . ." We are suggesting that while it is possible to make it clear in regulations to administer this bill when finally passed that the monies to be appropriated under this act are to be used for foreign language instruction only in IHEs, we would be much more comfortable if the language of the bill were much more specific in that regard.

(3) None of the provisions of the IHE portion of the bill deals with a most important aspect of the foreign language classroom, the preparation of teachers. In order that the models be tested and that their evaluation be disseminated, we recommend that a portion of the funds appropriated be set aside for college/university language department, schools of education, state education agencies and LEAs to work together for the preparation of inservice teachers. This cooperation could also take place as part of the state education agency application of Section 2.(a). Specifically, we would recommended an appropriation of 1 percent of the total cost for the bill for the preparation of teachers in public elementary and secondary schools who would become familiar with different teaching/learning models while at the same time they are given an opportunity to improve their use of language. A

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

similar amount (1 percent of the total cost of the bill) should also be made availabe for the preparation of college and university teachers.

(4) We are especially concerned, Mr. Chairman, about the ratio of funding for elementary/secondary to that of higher education which this bill provides. We think it is severely lopsided. The population of language students in public elementary and secondary schools is at least equal to that of the colleges and universities, we would suggest at 50/50 split in appropriations with formulas changed to reflect this equality. There is no question in our mind, Mr. Chairman, that as much importance be given language instruction in elementary and secondary schools as in the colleges. In addition, research in language learning indicates that there may be less efficiency in learning with young adults than with young children and adolescents. In this regard, the funding of the proposed legislation does not reflect the reality of the classroom. We know that the author and the supporters of this legislation will wish to correct this inequity.

(5) The effect of the funding level recommended for Section 4 would give strong encouragement to two year language requirements in secondary schools. While that encouragement may be necessary and even appropriate, it is hoped that it not force college and university "standards" for amounts learned onto the secondary schools where such standards do not wholly fit. There needs to be an understanding at both the secondary and college/university levels of what students can learn of another language in the amount of time available for learning.

What is needed to resolve this problem is the examination of the kind of language proficiency that can be obtained from the various model programs. From that examination, reasonable minimal expectations of proficiency in oral and written communication would be established for each alternative. Colleges and universities would then know what to expect from the different types of programs and could then plan to place students where they most appropriately belong.

It is my assumption that statements establishing minimal proficiencies and procedures used by the Foreign Sevice Institute and other government agency language schools. It would appear that the oral interview procedure, though useful within the government, needs modification for use outside the government to help develop standards as well as the means to evalute those standards. Assistance is needed to produce the statements and studies to evaluate the oral interview procedure against a revised set of proficiency statements as they are used at different points in the learning system: at the end of secondary schools, after both one and two years of college language learning, for teachers prior to certification or hiring as teaching assistants, and to evaluate language proficiency at the graduate school level. The definition of minimal proficiencies will help the profession ensure that efficient language learning is taking place. This act could help not only in developing an awareness of the different language learning models, but also how they relate to proficiency standards if monies were devoted to such development.

THE IMPACT OF THE BILL

Mr. Chairman, these recommendations are made with the hope that they will only refine the effort that you have and continue to make on behalf of foreign language education in the United States. It is you effort and this bill which give support and encouragement to the resolution of our seeming incapacity as a nation to deal with languages other than English. Although we are a polyglot country, a tradition of ignoring the fact that languages other than English are used both within and without our borders. This legislation should begin the long road to recovery by preparing a wide range of Americans to communicate with others in their languages.

STATEMENT OF DALE LANGE, DIRECTOR OF GRADUATE STUDIES, UNIVERSITY OF MINNESOTA AND IMMEDIATE PAST PRESIDENT, AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES

Mr. LANGE. Mr. Chairman, I would like to read part of my statement, if I might.

Mr. SIMON. You proceed as you wish.

Mr. LANGE. I would like to have the whole thing in the record and then read part of it.

Mr. Chairman, and other members of the subcommittee, I wish to take this opportunity to thank you for inviting testimony on

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

H.R. 3231 from the American Council on the Teaching of Foreign Languages, which I represent as immediate past president for 1981.

I am especially proud, Mr. Chairman, to note that two Representatives from my home State of Minnesota, Mr. Erdahl and Mr. Oberstar, have cosponsored the bill with you.

Mr. Chairman, the American Council on the Teaching of Foreign Languages is proud to have contributed its ideas to H.R. 3231, especially within section 2 of the bill. We are enthusiastic to see model programs and a variety of alternative approaches for children from ages 5 through 17 in the language of the bill.

We would recommend that specific languages be added to section 2, article (a), which recognizes grants for model programs——

Mr. SIMON. If I may interrupt you, where are you in your statement?

Mr. LANGE. I am on page 4 and 5.

We would recommend that specific language be added to section 2, article (a), which recognizes grants for model programs in school districts which currently do not have language programs. Line 21 of page 2 of the bill speaks to the "improvement and expansion" of foreign language study but does not mention the commencement of model programs where they do not now exist.

I mention this need because many smaller school districts in this country do not have foreign language programs. An innovative approach for the teaching of German using an itinerant teacher and electronic media, closed-circuit television, is being experimented with by a consortium of seven schools without any language program in rural Minnesota.

Model programs for these schools need to be developed and tested for possible use and adaptation in other rural contexts in this country. It is this kind of startup model and others not yet developed which need support because they show that quality education which includes the study of languages other than English is possible in small and rural American public schools.

ACTFL is also supportive of sections 3 and 4 of this bill, Mr. Chairman, in that they give support for foreign language study in higher education. But we are concerned about several other features:

One, the concept of model programs is not carried through in higher education. There is no less need to deal with model programs at this level than in the elementary and secondary schools. IHE's are experimenting with different forms of intensive language instruction from the 2-hour-a-day, 5-day-a-week program during the academic year to 3 to 6 hours a day, 5 days a week, 5 to 10 weeks during the summer.

Beginning courses at this level may also concentrate on one or a combination of language activities, such as the developing of listening and reading comprehension, minimizing speaking and writing, the development of oral communication, and/or the development of written communication.

These approaches to language learning need both planning for and evaluation of success in different contexts. The language of this portion of the bill could be made as specific as that of the elementary and secondary portion in relation to the development and testing of model programs.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Two, in these two sections, IHE's are not specifically required to guarantee sufficient funds to insure that the program be carried out as in the application as elementary and secondary schools in section 3(b)(3) of the bill. Such a requirement for IHE's would suggest that the costs of an application are, in part, borne by the IHE and the Federal Government in consort and not soley by the Federal Government.

This statement is in full recognition of the language of section 3, lines 9 and 10 of part (a)(1): "to reimburse such institutions for part of the costs of providing foreign language instruction."

We are suggesting that while it is possible to make it clear in regulations to administer this bill when finally passed, that the moneys appropriated under this act are to be used for foreign language instruction only in IHE's, we would be much more comfortable if the language of the bill were much more specific in that regard.

Three, none of the provisions of the IHE portion of the bill deals with the most important aspect of the foreign language classroom, the preparation of teachers. In order that the models be tested and that their evaluation be disseminated, we recommend that a portion of the funds appropriated be set aside for college/university language department, schools of education, State education agencies, and LEA's to work together for the preparation of in-service teachers.

This cooperation could also take place as part of the application of section 2(a). Specifically, we would recommend an appropriation of 1 percent of the total cost of the bill for the preparation of teachers in public elementary and secondary schools who would become familiar with different teaching/learning models while at the same time they are given an opportunity to improve and continue their improvement of the use of language.

A similar amount, 1 percent of the total cost of the bill, should also be made available for the preparation of college and university teachers.

Four, we are especially concerned, Mr. Chairman, about the ratio of funding for elementary/secondary to that of higher education, which this bill provides. We think it is severely lopsided. Since the population of language students in public elementary and secondary schools is at least equal to that of the colleges and universities, we would suggest a 50–50 split in appropriations, with formulas changed to reflect this equality.

There is no question in our minds, Mr. Chairman, that as much importance be given language instruction in elementary and secondary schools as in the colleges.

In addition, research in language learning indicates that there may be less efficiency in learning with young adults than with young children and adolescents. In this regard, the funding of the proposed legislation does not reflect the reality of the classroom. We know that the authors and the supporters of this legislation will wish to correct this inequity.

Five, the effect of the funding level recommended for section 4 would give strong encouragement to 2-year language requirements in secondary schools. While that encouragement may be necessary and even appropriate, it is hoped that it will not force college and

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

university standards for amounts learned onto the secondary schools where such standards do not wholly fit. There needs to be an understanding at both the secondary and college/university levels of what students can learn of another language in the amount of time available for learning.

What is needed to resolve this problem is the examination of the kind of language proficiency that can be obtained from the various model language programs. From that examination, reasonable minimal expectations of proficiency in oral and written communication would be established for each alternative. Colleges and universities would then know what to expect from the different types of programs and could then plan to place students where they most appropriately belong.

It is my assumption that statements establishing minimal proficiencies and procedures used by the Foreign Service Institute and other Government agency language schools. It would appear that the oral interview procedure, though useful within the Government, needs modification for use outside the Government to help develop standards as well as the means to evaluate those standards.

Assistance is needed to produce the statements and studies to evaluate the oral interview procedure against a revised set of proficiency statements as they are used at the different points in the learning system: at the end of the secondary school; after both 1 and 2 years of college language learning; for teachers prior to certification or hiring as teaching assistants; and to evaluate language proficiency at the graduate school level.

The definition of minimal proficiencies will help the profession insure that efficient language learning is taking place. This act could help not only in developing an awareness of the different language learning models, but also how they relate to proficiency standards, if moneys were devoted to such development.

Mr. Chairman, these recommendations are made with the hope that they will only refine the effort that you have made and continue to make on behalf of foreign language education in the United States. It is your effort in this bill which gives support and encouragement to the resolution of our seeming incapacity as a nation to deal with languages other than English.

Although we are a polyglot country, a tradition of ignoring the fact that languages other than English are used both within and without our borders does exist. This legislation should begin the long road to recovery by preparing a wide range of Americans to communicate with others in their languages.

Mr. SIMON. Thank you very much.

I will save my constituent till last here.

Dr. Edwards, you are next.

[The prepared statement of James E. Alatis follows:]

PREPARED STATEMENT PRESENTED BY JAMES E. ALATIS, PRESIDENT, JOINT NATIONAL COMMITTEE FOR LANGUAGES; DEAN, SCHOOL OF LANGUAGES & LINGUISTICS, GEORGETOWN UNIVERSITY; AND EXECUTIVE SECRETARY, TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Thank you, Mr. Chairman, and Members of the Subcommittee, for this opportunity for the Joint National Committee for Languages to appear before you to offer our comments on and endorsement of H.R. 3231 enhancing the role of foreign languages in our national security and economic growth. The Joint National Committee for

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Languages is an organization that represents twelve of the major language associations with a combined membership of 65,000 to 70,000 language professionals with expertise in all areas of the foreign language field, as well as English as a second language and bilingual education. The JNCL wishes to take this opportunity to express our sincere concern that legislation of this type is necessary and to state again our fundamental belief in foreign language study as essential to the political, econcomic and intellectual security of our nation. We feel H.R. 3231 is vital and important legislation and would urge its passage for the following reasons:

(1) It will encourage foreign language study at the elementary and secondary levels by rewarding innovative programs and creative teaching.

(2) It will enhance both the number and quality of students at postsecondary institutions, from whose numbers will necessarily come those leaders and experts with the vision and skill to reverse our nation's worrisome slide toward ineptness in international statecraft and disadvantage in foreign trade.

(3) It will provide encouragement for students and educational institutions to develop the expertise and skills needed for the American business community to increase exports and continue to be competitive in the international marketplace.

(4) It will assist our national security by making available to the military, intelligence and diplomatic communities a pool of individuals from which they can draw by adding substantially to the dangerously scarce numbers of graduates with the necessary comprehension of other cultures.

The legislation addresses squarely a pressing issue which continues to occupy a central place in JNCL's concerns, namely, the declining enrollments in foreign language classes at all educational levels, and the disappearance of foreign language requirements for graduation in post-secondary institutions. At present only fifteen percent of all United States high school students are enrolled in the study of a foreign language. That figure itself is probably misleadingly optimistic, since only three percent of these students pursue a foreign language beyond the second year of study. Only eight percent of the colleges of this country require a foreign language for admission.

There are, however, some very positive trends in public policy toward language education. Section 2 of H.R. 3231 in particular would complement and support these countervailing indications of a revival of foreign language study. This revival, slight and fragile though it may be, is partially the result of the fine work done by the Perkins Commission, with its clear definition of the major problems which beset foreign language and international studies in the U.S., together with an initial appraisal of possible solutions to those problems. The revival is also partially the result of major changes made in curriculum by leading language educators, who are using new teaching techniques, developing a new clientele and reaching out to other disciplines. The "model programs" approach of the proposed legislation is a badly needed public endorsement of continuing innovation and creativity of this type.

One additional positive trend is that a clear majority of people in this country advocate and recognize the value of greater foreign language study even in the face of declining enrollments. A recent national survey, conducted by the University of Michigan's Institute for Survey Research and the Center for Applied Linguistics, discovered that attitudes of Americans are surprisingly positive toward the study of foreign languages. Seventy-five percent of the respondents indicated that they feel foreign language should be offered in the elementary schools of this country. More than ninety-three percent of the survey respondents felt that foreign language should be offered in the junior and senior high schools of the United States. In response to the question, "Are you encouraging your children to study a foreign language in school?" eighty-four percent of the parents with children age sixteen or younger indicated that they are doing or have done so. Of this same group, seventy-three percent indicate that they expect their children someday to have the opportunity to use a foreign language outside the classroom. This would certainly indicate that there is considerable popular support for increased foreign language study and tacit recognition that the world is becoming more interdependent.

With the Perkins Commission Report and legislation such as House Concurrent Resolution 301, JNCL member organizations have noted a growing awareness among Americans of the importance of foreign language and international education. H.R. 3231 is a logical extension of the concern expressed by Congress and a thoughtful approach to rectifying the "scandalous" situation in foreign language study that recently has been brought forcefully to the national attention. By making grants available to states for model programs at the local level, H.R. 3231 locates responsibility for these programs in those agencies with the best chance to develop programs which are truly effective. In addition, awareness of the need for foreign language study is heightened at the levels which are crucial to the development of broad-based support. In Sections 3 and 4 of this legislation, institutions of

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

higher education are encouraged to address and remedy a major deficiency in our national knowledge, and to train the language professionals necessary to sustain our national security and economic growth. Since only about nine percent of the students in institutions of higher education enroll in foreign language study each year, the JNCL regards the five percent "trigger mechanism" in Section 3 as valuable in indicating some institutional commitment to foreign languages. We concur in the Perkins Commission Report that "schools, colleges and universities should reinstate foreign language requirements," and we are pleased that Section 4 encourages such requirements. It is a noteworthy trend that in recent years a number of leading postsecondry institutions, such as Georgetown, Harvard, Berkley and Stanford, have reinstituted language requirements. On the other hand, JNCL is aware that requirements may be a two-edged sword the many colleges and universities are hesitant to adopt. Ideally, students should come to the study of foreign languages with an interest and a desire for the subject. The best way to develop this is through meaningful foreign language experiences at the elementary and secondary level and relevant courses at the postsecondary level. In this regard, perhaps a more equitable distribution of funds among Sections 2, 3 and 4 would promote interest ant demonstrate value while stil encouraging requirements.

The JNCL endorses warmly the provisions for additional funding in the less commonly taught languages, and would suggest, moreover, that such a provision should also include those languages determined by the Secretary of Education to be vital to our national security.

Concerning the per capita figures this bill provides, one large university estimates that it cost $125 per student per quarter to expand their language programs to implement language requirements. This would be, of course, much higher for small colleges and the less commonly taught languages, in light of this, the grants provided here could be by no means excessive and in fact, they would be barely adequate to encourage increased foreign language study and to somewhat defer the costs of new language programs. Perhaps as important as the necessary economic incentive these grants offer, they also provide evidence of a commitment to overcoming a national embarrassment which threatens our security and economic competitiveness.

By improving language and cultural understanding, H.R. 3231 is an important step toward strengthening our security in this multilingual world. In a politically, economically, and socially interdependent world, the United States can ill-afford the luxury of cultural parochialism and linguistic imperialism. We are closely linked in many ways—through trade and business, communication systems transportation, international organizations, monetary systems, and new technology that greatly accelerates the need to communicate effectively with other nations. According to the Secretary of Education, Dr. Terrell Bell, "Never in the history of the world has there been one nation with such a variety of ethnic and language backgrounds as the United States." But despite this, Secretary Bell contends, we have countenanced the development of a huge gap in our foreign language training, which leaves us in "linguistic famine." It is essential to our national security and our economic well-being that we understand the cultures and actions of our international allies and competitors; such an understanding is most improbable if we cannot communicate with them nor appreciate their respective languages and cultures.

In recent years, the United States' share of the world export market has declined from fifteen to twelve percent. Perhaps more than any other sector, business must be cognizant and sensitive to the realities of economic interdependence and transnational interaction. The inability to communicate in other languages and to understand other cultures has already cost, and unless rectified, will continue to cost, a great deal of money in missed investment opportunities, poor marketing strategies, inappropriate advertising and needless mistakes in economic planning and forecasting. A very specific example was cited by Japan's Minister for External Economic Affairs, Saburo Okita, during his recent visit to the United States. He suggested that American businesses were excluded from consideration for a $90 million dollar contract from Nippon Telephone and Telegraphy because they were unwilling or unable to provide documentation in Japanese. He went on to say that it would have been a relatively simple chore to translate the necessary documents from English to Japanese were American business willing to pay for it. I would submit that even if they were willing to employ such expertise and even if they recognized the need for it, with only one-tenth of one percent of our college students studying Japanese, it is indeed a limited resource.

Some recognition of the problem has begun to surface within the American business community. For example, in a 1974–75 survey conducted by the Olympus Research Corporation, 1,380 import/export firms responding listed more than 60,000 jobs for which they either desired or required language skills. According to Senator

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Adlai E. Stevenson III, "American businessmen, especially small businessmen, are unfamiliar with foreign customs and languages, unaware of foreign market opportunities, and ill-equipped to deal with the bureaucratic requirements of licensing, insurance, financing and shipping arrangements." It is apparent that if America is to compete with other nations for world markets, among the requirements its business leaders will have to meet is the ability to communicate with foreign counterparts. As the ability to speak the languages of our customers and clients becomes a necessity for survival in a competitive global economy, our schools must be training individuals with the language skills prerequisite to success in international markets.

In national defense, the U.S. also suffers the consequences of a language gap. The contributions of foreign language competence to the nation's military capability—in command, intelligence, operations, logistics, survival skills, and community relations are vital to our nation's security. The acquisition and processing of tactical intelligence depends on the language skill of our intelligence personnel dealing with indigenous populations. Without language facility, intelligence specialists are severely limited in the short term and are incapable of developing accurate longer-term analysis based on an understanding of the culture which the language conveys. Vietnam, Afghanistan, and Iran, as well as numerous other lesser crises, are all obvious examples of how the foreign policy of the United States suffered severe setbacks due in significant part to this inability to acquire and interpret raw intelligence.

H.R. 3231 is crucial in achieving an awareness of the need for foreign language study. National leadership in the last decades of this century must encourage an educational policy which acknowledges these international needs, and elects to deal with them as national priorities. Foreign language training and the study of international affairs, although long considered basic educational priorities, have not received adequate financial support or recognition as an essential component of school curricula. In many respects, we now pay the price politically and economically. Our nation must possess the skills to speak foreign languages and understand foreign cultures. Only with these skills can we hope to conduct effective foreign policy, expand international trade and ensure the integrity of our national defense.

Finally, with specific reference to the present structure of H.R. 3231, the JNCL would offer a few friendly and, we hope, constructive suggestions regarding ways in which this legislation might be strengthened.

First, it might be useful to have the Secretary of Education identify those languages that are necessary to our national security, as well as, the less commonly taught languages for additional funding under Section 3.

Second, H.R. 3231 should include a provision either in Section 1 or Section 5, which would prohibit institutions from channeling funds, which are not allotted to foreign language studies, away from these programs as a result of funding acquired under the provisions of this bill.

Third, in order to promote interest in foreign language study early and to demonstrate the value and utility of such study, a larger proportion of the funds authorized in this legislation should be allocated to Sections 2 and 3, perhaps on the order of (1) $15,000,000, (2) $25,000,000 and (3) $40,000,000.

Finally, the JNCL recognizes and is concerned about the need for proficiency requirements. However, we recognize that the definition of these requirements is not and should not be within the scope of federal legislation, but rather might better be left to the profession and the institutions themselves.

Thank you for this opportunity to offer our comments on this much needed and vitally important legislation. I would be pleased to try to answer any questions you might have.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

TABLE 1

FOREIGN LANGUAGE ENROLLMENTS, 1977-1978

		PUBLIC SECONDARY SCHOOLS[1]		HIGHER EDUCATION[2]		
LANGUAGE	REGISTRATIONS	GRADES 7-8	GRADES 9-12	TWO-YEAR COLLEGES	FOUR-YEAR COLLEGES	GRADUATE
Spanish	2,376,065	367,993	1,631,375	94,130	274,181	8,386
French	1,332,137	230,024	855,998	35,894	203,405	6,816
German	515,284	49,276	330,637	17,661	112,944	4,766
Italian	91,792	12,947	45,518	5,622	26,771	934
Russian	38,667	2,094	8,789	1,511	24,891	1,382
Latin	189,573	13,388	151,782	22,965	1,009	429
Ancient Greek	25,965	0	122	1,255	19,284	5,304
Other	100,344	12,296	24,110	9,048	47,055	7,835
TOTAL	4,669,827	688,018	3,048,331	165,550	731,496	36,432

[1]Data adapted from the American Council on the Teaching of Foreign Languages, Survey of Foreign Language Enrollments in Public Secondary Schools, Fall 1978 (Washington,D.C.: U.S. Department of Education, 1980).

[2]Data adapted from Richard I. Brod, Survey of Foreign Language Course Registrations in U.S. Colleges and Universities, Fall 1977 (Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1978).

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

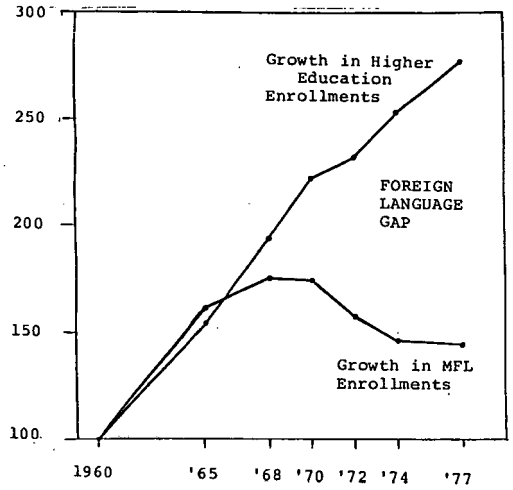


CHART 1

FOREIGN LANGUAGE GAP IN HIGHER EDUCATION

Index: 1960 values = 100.0

MFL = Modern foreign languages, not including Latin and Ancient Greek.

Source: See footnote 2, Table 1.

TABLE 2

ENROLLMENTS IN HIGHER EDUCATION COMPARED WITH REGISTRATIONS IN MODERN FOREIGN LANGUAGES, 1960 - 1977.

	1960	1965	1968	1970	1972	1974	1977
Total College Enr. in USA	3,582,726	5,526,325	6,928,115	7,920,149	8,265,057	9,023,424	9,934,000
Index of Growth	100.0	154.2	193.4	221.1	230.7	251.9	277.3
Total MFL Regis.	608,749	975,777	1,073,097	1,067,217	963,930	897,077	883,222
Index of Growth	100.0	160.3	176.3	175.3	158.3	147.4	145.1
MFL Regis. as % of Total College Enr.	17.0	17.6	15.5	13.5	11.6	9.9	8.9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

TABLE 3

RATE OF CHANGE OF ENROLLMENTS IN PUBLIC SECONDARY SCHOOLS AND MODERN FOREIGN LANGUAGES

YEAR	PUBLIC SECONDARY SCHOOL ENROLLMENT		MODERN FOREIGN LANGUAGE ENROLLMENT	
	Number	Percent Change	Number	Percent Change
1960	8,649,495	--	1,867,358	--
1965	11,611,197	34.2	3,067,613	64.3
1968	12,721,352	9.6	3,518,413	88.4
1970	13,301,883	4.6	3,514,053	-0.1
1974	13,648,906	2.6	3,127,336	-10.0
1978	13,941,369	2.1	3,048,331	-2.5

Source: See footnote 1, Table 1

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

TABLE 4

TRENDS IN REGISTRATIONS IN THE FIVE LEADING MODERN FOREIGN LANGUAGES 1960-78

PUBLIC SECONDARY SCHOOLS

Total Registrations	1960	1968	1970	1974	1976	1978
French	744,404	1,328,100	1,230,686	977,858	888,351	855,998
German	150,764	423,196	410,535	392,983	352,960	330,637
Italian	20,764	26,920	27,321	40,233	45,587	45,518
Russian	9,722	24,318	20,162	15,148	11,252	8,789
Spanish	933,409	1,698,034	1,810,775	1,678,057	1,717,023	1,631,375
TOTAL	1,858,325	3,500,568	3,499,479	3,104,279	3,015,173	2,872,317

HIGHER EDUCATION

Total Registrations	1960	1968	1970	1972	1974	1977
French	228,813	388,096	359,313	293,084	253,137	246,115
German	146,110	216,263	202,569	177,062	152,139	135,371
Italian	11,142	30,359	34,244	33,312	32,996	33,327
Russian	30,570	40,696	36,189	36,409	32,522	27,784
Spanish	178,689	364,870	389,150	364,531	362,151	376,697
TOTAL	595,324	1,040,284	1,021,465	904,398	832,945	819,294

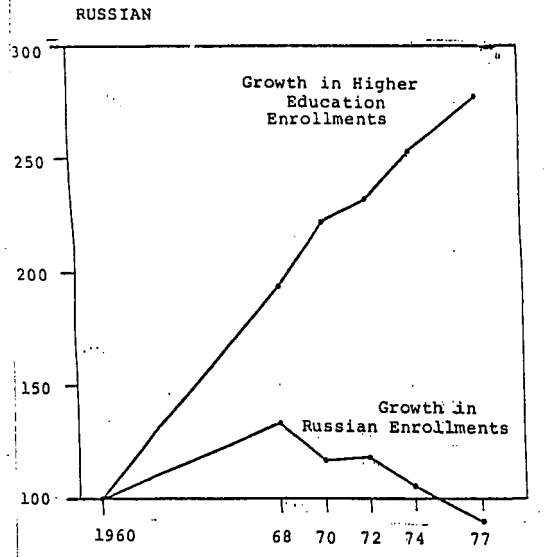
Source: See footnotes, Table 1

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Charts 2 & 3

CONFLICTING TRENDS IN STRATEGIC LANGUAGE INSTRUCTION BY REGISTRATIONS, 1960 - 1977



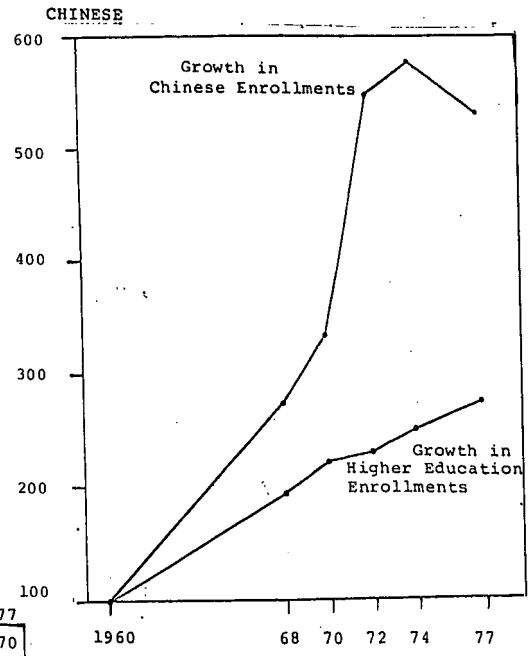


TABLE 5

Language	1960	1968	1970	1972	1974	1977
Arabic	541	1,100	1,333	1,669	2,034	3,070
Chinese	1,844	5,061	6,238	10,044	10,662	9,809
Japanese	1,746	4,324	6,620	8,273	9,604	10,721
Russian	30,570	40,696	36,189	36,409	32,522	27,784

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

TABLE 6

LESS COMMONLY TAUGHT LANGUAGE ENROLLMENTS IN PUBLIC SECONDARY SCHOOLS, GRADES 7-12, 1978

Language	Enrollment
Arabic	7
Chinese	1,241
Chippewa	80
Estonian	1
Greek, Modern	1,179
Hawaiian	828
Hebrew	3,508
Japanese	7,332
Lithuanian	230
Norwegian	121
Polish	271
Portuguese	3,547
Swahili	92
Swedish	585
Tagalog	28
Others	36,406
TOTAL -	55,456

Source: See footnote 1, Table 1

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

TABLE 7

FALL 1977 COURSE REGISTRATIONS IN THE LESS COMMONLY TAUGHT FOREIGN LANGUAGES

	Registrations 1974	Registrations 1977	% Change 1974-1977
Akkadian	168	159	- 5.4
Amharic	8	8	
Arabic	2,034	3,070	+50.9
Aramaic	371	365	- 1.6
Armenian	121	161	+33.1
Balinese	-	1	
Bambara	2	7	
Basque	118	6	
Bengali	27	7	
Berber	3	3	
Breton	-	6	
Bulgarian	4	5	
Burmese	4	2	
Cajun French	-	26	
Cambodian	4	6	
Cantonese	46	97	
Catalan	-	10	
Celtic	-	21	
Cherokee	15	62	
Chinese	10,616	9,809	- 7.6
Choctaw	14	26	
Chuvash	-	3	
Coptic	11	11	
Czech	337	176	-47.8
Dakota	37	95	
Danish	183	214	+16.9
Digueño	-	11	
Dutch	456	540	+18.4
Egyptian, Modern	64	37	
Egyptian, Ancient	-	56	
Elamite	-	1	
Esperanto	-	42	
Estonian	-	2	
Finnish	134	156	+16.4
Gaelic, Scottish	9	6	
Georgian	4	3	
Greek, Modern	533	693	+30.0
Hausa	46	67	
Hawaiian	555	875	+57.7
Hebrew	22,371	19,356	-13.5
Hindi-Urdu	381	355	- 6.8
Hittite	5	7	
Hopi	-	1	
Hungarian	64	109	+70.3
Ibo	2	7	

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

TABLE 7

	Registrations 1974	Registrations 1977	% Change 1974-1977
Icelandic	11	12	
Icelandic, Old	24	24	
Ilokano	58	71	
Indonesian	121	127	+ 5.0
Inupic	36	30	
Iranian, Ancient	-	3	
Irish, Modern	60	16	
Irish, Old	7	1	
Japanese	9,604	10,721	+11.6
Javanese	-	2	
Korean	87	163	+87.4
Koyakon	-	6	
Ladino	-	7	
Lakota	-	80	
Laotian	2	1	
Latvian	6	15	
Lingala	4	8	
Lithuanian	2	37	
Macedonian	-	1	
Malay-Indonesian	10	11	
Marathi	4	6	
Mayan, Yucatec	-	4	
Mongolian	3	10	
Mongolian, Classical	-	5	
Nahuatl	-	1	
Navajo	589	455	-22.8
Nepali	24	8	
Norwegian	1,557	1,520	- 2.4
Ojibway	95	69	
Pali	3	6	
Papago	15	27	
Persian	382	599	+56.5
Polish	1,123	1,156	+ 2.9
Portuguese	5,073	4,954	- 2.3
Prakrit	-	1	
Provençal	-	3	
Punjabi	-	31	
Quechua	33	29	
Romanian	31	130	+319.4
Samoan	-	98	
Sanskrit	402	338	-15.9
Serbo-Croatian	242	241	- 0.4
Sinhalese	6	1	
Sioux	21	25	
Slavic, Old Church	258	244	- 5.4
Slovak	14	29	
Slovenian	22	1	
Sotho	-	1	
Sumerian	6	23	

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

TABLE 7

	Registrations 1974	Registrations 1977	% Change 1974-1977
Swahili	1,694	2,225	+31.3
Swedish	1,396	1,534	+ 9.9
Syriac	21	25	
Tagalog	325	255	-21.5
Tamil	3	26	
Telugu	5	12	
Thai	71	83	
Tibetan	61	66	
Tlingit	15	17	
Turkic, Middle	8	8	
Turkic, Uigur	-	5	
Turkish	156	176	+12
Twi	20	4	
Ugaritic	49	44	
Ukrainian	117	133	+13.7
Uralic	3	4	
Urdu	44	26	
Uzbek	-	5	
Vietnamese	29	20	
Welsh	7	3	
Wolof	1	20	
Xhosa	5	4	
Yiddish	1,079	1,144	+ 6.0
Yoruba	87	37	
Yupic	24	15	
Zulu	7	16	
TOTAL	64,132	63,938	- 0.3

Source: Footnote 2, Table 1

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

STATEMENT OF J. DAVID EDWARDS, EXECUTIVE DIRECTOR, JOINT NATIONAL COMMITTEE FOR LANGUAGES, GEORGETOWN UNIVERSITY

Mr. EDWARDS. Thank you. If I may, Mr. Chairman, I would just like to summarize our statement.

Mr. SIMON. Your statement will be entered in the record, and we would appreciate your summary of it.

Mr. EDWARDS. Thank you, Mr. Chairman, for the opportunity to appear before you on behalf of the Joint National Committee for Languages to offer our comments and an endorsement of H.R. 3231, the National Security and Economic Growth and Foreign Language Improvement Act.

The Joint National Committee for Languages is an organization that represents 12 of the major language associations, with a combined membership of 65,000 to 70,000 language professionals with expertise in all areas of the foreign language field, as well as English as the second language of bilingual education.

The JNCL wishes to take this opportunity to express our sincere concern that legislation of this type is necessary and to state again our fundamental belief in foreign language study as essential to the political, economic, and intellectual security of our nation.

We have attached to our statement a number of figures and tables which illustrate the exact extent to which language enrollments have dwindled in the past two decades and the degree to which we have allowed a foreign-language training gap to develop in this country. The second page illustrates that somewhat. These areas reflect a—and I quote—scandalous situation.

There are some indications, however, that while the numbers remain dismally low, there recently has been a very fragile revival of interest in foreign language study. And I would stress how fragile that revival is. This revival has been, in part, the result of national attention for which you, Mr. Chairman, deserve much credit; and it has been, in part, the result of changes by the language profession in using new teaching techniques, developing new clientele, and reaching out to other disciplines.

It is also heartening that many of the leading postsecondary institutions have reinstituted foreign language requirements. JNCL views this legislation as necessary to bolster the apparent tenuous and slight revival of foreign language study through rewarding innovation and creativity, in section 2, through noting the importance of the less commonly taught languages in section 3, and by recognizing the need to reinstate foreign language requirements in section 4.

We are also convinced that without national support and legislation of this type, the fragile revival will simply not materialize. In addition the need for increased activity by the educational community, as we heard in testimony yesterday, business must be cognizant and sensitive to the realities of economic interdependence in transnational interaction.

In recent years, the United States share of the world export market has suffered a 20-percent decrease. The inability to communicate in other languages and to understand other cultures has already cost——

84-188 O—81——10

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Mr. SIMON. May I interrupt you for just a moment? My apologies, but I have just gotten a note. I am going to have to rush over to the floor in the cause we believe in here. I am going to turn the chair over to my colleague from Minnesota. And for these witnesses and the others, let me assure you, I am going to be reading over all of this testimony carefully.

I did jot down some notes, some questions that I would like to direct, as well as comments. So that what we will do is to keep the record open. I will be sending—we can follow through on this, Nick—I will be sending some questions to all of you. And if you can get responses back fairly promptly so that we can get those in the record, that would be appreciated.

My apologies for ducking out on you. And I thank you for being here on this really vital area.

Mr. Erdahl.

Mr. ERDAHL. Thank you.

Mr. Chairman, while you were still here, I was going to mention, because I think it is such a good text for all these people concerned about language to be aware of, there is a book entitled "The Tongue-Tied American," available at the bookstore. [Laughter.]

Mr. Simon has authored a very fine book, I think, that touches on this. Is that mentioned anyplace?

Mr. SIMON. No, it is not. But I thank you.

Let me just make a couple of comments, briefly, Dale, on your comments, because this may be touched upon by some others, and some of the suggestions—and I have asked the staff to incorporate, to list the specific recommendations that all of them make. Some of the suggestions I purposely did not make, because we decided we had to target, and how do you target minimal funds to maximum benefit?

For example, I agree I would just love to take a heck of a lot of money and put it into our elementary schools. By targeting the higher education area primarily, we thought we would hit, in fact, both secondary and colleges. And I hope that we can come back another year or two with another bill that is going to move on to that next step.

I purposely left the money that could be used in whatever way they want to. If they want to build a new dormitory with the money, a college or university can do that. It is an incentive. It seems to me a little more of an incentive than if they have to use the money only for foreign languages.

Both of you touch on this whole proficiency area, and that is one we have not come to grips with in the bill. Any ideas on how we can effectively come to grips with that, I would appreciate it.

I am sorry, but I am going to have to go.

Mr. ERDAHL [presiding]. Why do you not just proceed, then, sir? You may proceed, please.

Mr. EDWARDS. I believe I was saying the inability to communicate in other languages and understand other cultures has already cost us—and unless rectified, will continue to cost us—a great deal of money in missed investment opportunities for marketing strategies, inappropriate advertising, and needless mistakes in economic planning and forecasting.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

One very recent example was cited by Japan's minister for external economic affairs when he was recently in this country. He had suggested that American businesses were excluded from consideration for a $90 million contract let by Nippon Telephone and Telegraph, the first time they had let such a contract, because they were unwilling or unable to provide documentation in Japanese.

He went on to say it would have been a relatively simple chore to translate the necessary documents from English to Japanese were American business willing to pay for it.

I would submit that even if they did recognize the need for such expertise, or rather particularly, if they recognized the need for this expertise and were willing to pay for it, with only one-tenth of 1 percent of our college students studying Japanese, it is one of our most precious resources.

It is apparent that if America is to compete with other nations in world markets, among the requirements its business leaders will have to meet is the ability to communicate with foreign counterparts. We have already heard, I think very tellingly, this morning in the testimony our needs in national defense. And the United States also suffers the consequences of gaps in this area, and I will not retread that ground.

In a politically, economically, and socially interdependent world, the United States can ill afford the luxury of cultural parochialism and linguistic imperialism. H.R. 3231 is crucial in achieving an awareness of the need for foreign language study and in rectifying a dangerous national deficiency. Only with these skills can we hope to conduct effective foreign policy and expand international trade and insure the integrity of our national defense.

Finally, I would just note a few of the specific recommendations we would make with regard to this, two in particular: One is that we would agree with Dr. Lange that perhaps more money should be distributed in sections 2 and 3 to encourage innovative programs and so on. The other is that the bill should include a provision either in section 1 or in section 5 which would prohibit institutions from channeling funds which are now allotted to foreign language studies away from these programs as a result of funding acquired in the provisions of this bill, the supplement rather than supplant provision.

I thank you very much for this opportunity to offer our comments on this important and vitally needed legislation. Thank you.

Mr. ERDAHL. Thank you very much.

You heard, as I did, that the bells were ringing, which means we have a vote on the floor. I am going to go over there and make that vote quickly and come back. So we will just take a brief recess. Then we will get on to Dr. Timpe's presentation at that time.

I regret that this happens, but I will hurry back. Maybe if one of my colleagues comes back before, they can resume the meeting.

Thank you very much.

[Brief recess.]

Mr. ERDAHL. I think we were just ready to hear from Dr. Timpe.

We are glad to have you with us. And, again, you may summarize your statement as you wish, or proceed in any way which is most comfortable with you.

[The prepared statement of Eugene Timpe follows:]

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

PREPARED STATEMENT OF EUGENE F. TIMPE, CHAIRMAN, DEPARTMENT OF FOREIGN LANGUAGES & LITERATURES, SOUTHERN ILLINOIS UNIVERSITY, CARBONDALE, ILL.

Mr. Chairman and members of the subcommittee, thank you for this opportunity to speak. As chairman of a department of foreign languages and literatures at a fairly large public university in the midwest, I believe it appropriate that I make an attempt to speak for at least part of the foreign language teaching profession, and I am gratified to learn that opinions such as mine and those whom I represent can be taken into account in your decision on H.R. 3231.

The first subject I am to address is that of our failures in language. "Proof" of such failures is usually based on anecdotes and examples, and these give rise to impressions. Actual statistics are, to the best of my knowledge, non-existent. From one point of view, the notion of language failures applies to American travellers who, after remaining within the protective network of foreign travel industry professionals and some highly-educated natives, return home with the curious notion that English is spoken everywhere. I submit that anyone who makes such a statement is a living example of language failure. It applies, also, to the American military, sequestered on its bases abroad, and to monolingual Foreign Service personnel. I can well imagine educational and agricultural missions which do not "connect," guest professors whose lectures do not reach any students except those who understand English, and American students who cling together when abroad because the need to communicate cannot otherwise be met. Occasionally the gap can be bridged by the use of an acquired language which is both foreign and common to both parties—like the time an American friend visiting me in Vienna was able to talk to some Viennese people in French. While that wasn't a great triumph, it was at least a small victory. And, to be sure, almost any foreign language is a great deal better than none. Well, God help us and our oft-cited national interests if our military can't communicate precisely with our own allies, and our diplomats are reduced to dealing with everyone, even would-be Russian defectors in Pakistan in the English language.

The situation in business is just as serious, if not so very dramatic, and it works in both directions. America is becoming a travel bargain for people from other affluent countries. Such tourism needs to be encouraged. This means that travel and recreational industries will have to have some multilingual personnel. The necessry training for personnel in this and other international industries cannot be immediately accomplished upon demand. Acquisition of a foreign language is an extended process, during which acquired knowledge is gradually converted into a skill which is slow and uncertain, and from that, through long practice, to an immediately accessible and reliable skill. The analogy to learning to play the piano is useful to a certain extent. Between that point when everything must be laboriously learned and that point where the hands and fingers play without constant and painfully conscious instructions from the brain there is a separation of considerable distance in time and effort. In learning the piano, the process is usually more successful if begun in childhood, and after having studied piano for a few years, one can learn to play another instrument more quickly. The analogy holds for foreign language learning. The language learned early greatly accelerates the acquisition of the language learned later. If, in other words, we decide it is in the best interests of American industry or military or diplomacy to upgrade foreign language training, it is long-range planning which encompasses public education from childhood through the university, and not a quick fix, that will do the trick.

The selling and servicing of American equipment abroad is an area of economic importance, the development of which is largely dependent upon our ability to deal in the language of the customer. Top management in American business is beginning to recognize this. During this past year my department has had a number of inquiries from regional business firms which would like to hire graduates who have competency in Japanese and who seek careers in business. The need is there, not only in Japanese, but in other languages. The question used to be, "Does anyone in the world of business realize that they need foreign languages?" but now it is changing to, "What can we do to help business meet this newly-recognized need?" There is much to be done, indeed, but it will require long-range planning if the international needs of America, its business needs included, are to be met.

This is why the bill under consideration is particularly efficacious. It does not limit itself to just adult learners. It begins at that point which is most crucial. Certainly, a successful early experience in foreign language establishes learning skills which not only make subsequent language acquisition easier, but also creates a positive emotional attitude towards such study. But there are side benefits also. From studies that have been made during the past decade, it appears that early study of a foreign language expands cognitive skills, enhances conceptualization, and improves verbal fluency in the native language of the learner. Some studies

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

also show that divergent or creative thinking is strengthened. It is during the students' formative years that our decisive battles will be fought, for students who initiate foreign languages before or during adolescence are the ones who study them during their college years. Precious few of those who come to college without any previous foreign language study ever voluntarily begin such study at that level.

For high school students the additional, readily apparent benefits of foreign language study are quite specific: simply, foreign language students get higher scores on achievement tests and college entrance examinations. It has for some time been suspected that one of the reasons for the recent decline in SAT and ACT scores has been that foreign languages have been studied a great deal less over the past decade than heretofore. Hypothesizing that the decline in foreign language study in high schools could be one of the causes for steadily dropping college entrance exam scores, I did a study with the help of the computer at my own university. Basically, what I did was to use the ACT test scores to see how students who had studied foreign languages scored in comparison to those who had not. At the beginning of the ACT test there is a "Student Profile Section" wherein students answer a number of questions. One set of questions asked them the number of half years they had studied Spanish, French, German, and "other." A total of 7,460 students were in this category. As would be expected, their ACT scores were high, and the more foreign language they had studied, the higher the scores got.

But, that wasn't the end of the trail. A very important question was left unanswered. Were these high scores the result of foreign language study or were they the result of the fact that this was a brighter group of students than the normal? It is generally agreed that superior students are more likely to take foreign languages. I was able to separate the students, however, into two groups—the obviously brighter students and those who were not. This separation was done with the help of three questions from the profile section. One asked for their class standing, another for their grade point average, and the third for a description of the level of their program of studies—vocational, college preparatory, or whatever. Assuming that those who were in a college preparatory program, who were in the top quarter of their class, and who had an A or B grade point average were the brighter students, I was able to identify a group of 1,726. Those at the other end of the spectrum constituted a group of 1,538. The next step was to look at the ACT test scores for each of these groups. As expected, scores in English were benefited by foreign language study in both cases, and as anticipated, the more study undertaken, the more benefit. But there was one very big surprise, one which I think is significant. It was that the students from the lower group received the greater benefits. While the top group improved its English and Composite scores by 2.2 and 1.2 respectively, from four years of foreign language study, the bottom group improved its English and Composite scores by 4.6 and 3.5 under the same conditions. In other words, the lower group gained more than twice as much from foreign language study as the upper group. To me, this says that reinculcation of foreign language study can help to upgrade our whole educational system, and that such upgrading works not only for the chosen few, as it always has, but even more so for the great majority that is not especially talented.

The situation at the college level is somewhat different. Languages are not studied so much because they help students to cross mental frontiers, nor because they enhance their academic potential, nor because they pave the way for subsequent languages, nor because they improve admittance test scores. They are regarded principally as a career or profession-supporting tool, but only for a very few disciplines. For the most part, they are shunned. Previous foreign language study is rarely an entrance requirement for a college, and study while at college is seldom imposed as an overall graduation requirement for all students. Usually, it is the separate departments or colleges within a university, e.g., a College of Science, which makes foreign language study a graduation requirement. For the majority of American students in Higher Education, however, a foreign language is required neither for admission nor for graduation.

This is one of the problems which H.R. 3231 addresses. While at the same time it encourages new programs for students from five to seventeen, it also provides specific encouragement to colleges and universities. The proposal described in Section 2 is of great importance because it primes the pump. I would like to see the proposed funding for this section increased. Sections 3 and 4 will both send a clear message to colleges and universities that the federal government is supportive of foreign languages, and also give tangible assistance to those institutions which do not let foreign languages wither away during these times when there is such intense competition for funds.

I might venture some expectations regarding the effects of the bill in its present form. First of all, institutions of higher education would be most likely to take

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

advantage of such legislation if they already had five-unit foreign language courses, or had close to 5% of their students enrolled in such courses, or offered less-commonly taught languages, or already had a two-year graduation requirement. Those which do not have one or more of such vantage points might be slow to change. Adding courses in uncommonly-taught languages offers relatively few obstacles, but promoting the usual three- or four-unit courses to five-unit courses, or installing a two-year graduation requirement are other matters. These mean either increasing the number of hours required for graduation, reducing elective courses, or reducing other university, college, or department graduation requirements. Progress in this direction is likely to be slow, especially since it must be made by establishing rights-of-way through territories which are jealously guarded by other units. I can imagine, also, that since the bill does not specifically require five hours of classroom instruction each week, some attempts will be made to count language laboratory time as part of the total. I wonder, too, how "individualized instruction" (Teacher-Assisted, Mastery-Based, Self-Paced) could qualify. Possibly the work "instruction" under 6(B) will need definition so that it can include or exclude directed conversational practice, help-sessions, language laboratory work, testing, and computer-directed practice. Possibly, also, the minimum required total number of hours or weeks of instruction should be mentioned.

To summarize, I see Section 2 as being extremely important; Section 3 should work out well, especially for large institutions; and Section 4 is likely to be most helpful to institutions which dedicate themselves to the traditional letters, arts, and sciences, institutions in which a uniform foreign language graduation requirement would find ready acceptance.

It is an excellent package as it stands, but I believe that our purposes would be even better served if funding for Section 2 were to be increased. College and universities would still benefit, if less directly, through the training and retraining of elementary and secondary school teachers, which would lead to increased university foreign langage enrollments. In any event, the end result of the entire enterprise would be an extensive array of positive results, some of which are apparent and others of which are not. I can imagine no other government-sponsored undertaking in which so much could be accomplished at so little cost.

STATEMENT OF EUGENE TIMPE, CHAIRMAN, DEPARTMENT OF FOREIGN LANGUAGES, SOUTHERN ILLINOIS UNIVERSITY

Mr. TIMPE. Thank you.

Mr. ERDAHL. It will all be included in the record.

Mr. TIMPE. I think I will just give parts of the statement now, in the interest of moving this thing along. It is quite possible there will be another vote, I understand.

Mr. Erdahl, thank you for this opportunity to speak. The first subject I am to address is that of our failures in language. Proof of such failures is usually based on anecdotes and examples, and these proofs give rise to impressions. Actual statistics are, to the best of my knowledge, nonexistent. From one point of view, the notion of language failures applies to American travelers who, after remaining within the protective network of foreign travel industry professionals and some highly educated natives, return home with the curious notion that English is spoken everywhere.

I submit that anyone who makes such a statement is a living example of language failure. Well, God help us and our oft-cited national interests if our military cannot communicate precisely with our own allies and our diplomats are reduced to dealing with everyone, even would-be Russian defectors in Pakistan, in the English language.

I will not stay on the subject of national defense, but I would like to skip on to business. And that is a matter that is just as serious, if not so dramatic, as the matter of national defense.

The business issue works in both directions. America is becoming a travel bargain for people from other affluent countries. Such tourism needs to be encouraged. This means that travel and recre-

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

ational industries will have to have some multilingual personnel, the necessary training for personnel, and this and other international industries cannot be immediately accomplished upon demand. Acquisition of a foreign language is an extended process during which acquired knowledge is gradually converted into a skill which is slow and uncertain at first, and then through long practice becomes immediately accessible and more reliable.

The analogy to learning to play the piano is useful to a certain extent. Between that point when everything must be laboriously learned and that point when the hands and fingers play without constant and painfully conscious instructions from the brain, there is a separation of considerable distance in time and effort. In learning the piano, the process is usually more successful if begun in childhood. And after having studied piano for a few years, one can learn to play another instrument more quickly.

The analogy holds for foreign language learning. The language learned early greatly accelerates the acquisition of the language learned later. If, in other words, we decide it is in the best interests of American industry or military or diplomacy to upgrade foreign language training, it is long-range planning which encompasses public education from childhood through the university and not a quick fix that will do the trick.

The selling and servicing of American equipment abroad is an area of economic importance, the development of which is largely dependent upon our ability to deal in the language of the customer. Top management in American business is beginning to recognize this.

During this past year, my department has had a number of inquiries from regional business firms which would like to hire graduates who have competency in Japanese and who seek careers in business. The need is there, not only in Japanese but in other languages.

The question used to be, "Does anyone in the world of business realize that they need foreign languages?" But now it is changing to, "What can we do to help business meet this newly recognized need?"

There is much to be done, indeed, but it will require, as Admiral Inman said, long-range planning if the international needs of America, its business needs included, are to be met. This is why the bill under consideration is particularly efficacious. It does not limit itself to just adult learners. It begins at that point which is most crucial. Certainly, a successful early experience in foreign language establishes learning skills that not only make subsequent language acquisition easier, but also creates a positive emotional attitude toward such study.

I wish to emphasize the creation of the positive emotional attitude. Studies have been done which show that the chief factor in foreign-language acquisition is motivation, or incentive. This motivation or incentive can be engendered most effectively at an early age. However, there are side benefits. Other studies that I have consulted, those which have been made during the past decade, show that early study of foreign language expands cognitive skills in children, enhances conceptualization, and improves verbal fluency in the native language of the learner.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Some studies also show the divergent or creative thinking is strengthened. It is during the students' formative years that our decisive battles will be fought for students who initiate foreign languages before or during adolescence are the ones who study them during their college years. Precious few of those who come to college without any previous foreign-language study ever voluntarily begin their study at the college level.

For high school students, the additional readily apparent benefits of foreign-language study are quite specific: Simply, foreign-language students get higher scores on achievement tests and college entrance examinations. It has for some time been suspected that one of the reasons for the recent decline in SAT and ACT scores has been that foreign languages have been studied a great deal less over the past decade than heretofore. Hypothesizing that the decline in foreign-language study in high schools could be one of the causes for steadily dropping college entrance exam scores, I did a study with the help of the computer at my own university.

Basically, what I did was to use the ACT test scores to see how students who had studied foreign languages scored in comparison to those who had not. At the beginning of the ACT test there is a student-profile section wherein students answer a number of questions. One set of questions asks them the number of half-years they had studied Spanish, French, German, and other. A total of 7,460 students were in this category; that is, they answered affirmatively that they had studied a foreign language. As was expected, their ACT scores were high, and the more foreign language they studied, the higher their scores got.

There is a good deal more to say about this, though. At first, observers were inclined to say, "Yes, but you are talking only about the smarter students, the brighter students who typically study foreign languages." So I broke the 7,460 students down into two categories: those who were obviously the brighter students, and those who were obviously not. I was able to do this by additional questions in the profile section which asked such things as, "Are you in the top or bottom half of your class? Would you say your grade average is A, B, C, or D? Do you have an intention of going on to the university or trade school or terminating your education after high school?"

Taking those who said, "Yes, I am going on to the university. I am an A student, and I am in the top half or third of my class," I am calling them the top category and then taking the others at the far end of the spectrum and calling them the bottom category. I reran all the data, and I discovered to my amazement that those in the bottom part of the category who had studied foreign languages profited even more from them than those in the top category.

The situation at the college level is somewhat different. Languages are not studied so much because they help students to cross mental frontiers as they do in elementary school nor because they enhance their academic potential nor because they pave the way for subsequent languages nor because they improve admittance score tests or test scores.

They are regarded principally as a career or profession-supporting tool, but only for a very few disciplines. For the most part, they are shunned. Previous foreign-language study is rarely an entrance

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

requirement for a college, and study while at college is seldom imposed as an overall graduation requirement for all students. Usually, it is the separate departments or colleges within a university—for example, a college of science—which makes foreign-language study a graduation requirement. For the majority of American students in higher education, however, a foreign language is required neither for admission nor for graduation.

I might venture some expectations regarding the effects of H.R. 3231 in its present form. First of all, institutions of higher education will be most likely to take advantage of such legislation if they already had five-unit foreign language courses or had close to 5 percent of their students enrolled in such courses or offered less commonly taught languages or already had a 2-year graduation requirement.

Those which do not have one or more of such vantage points might be slow to change. Adding courses in uncommonly taught languages offers relatively few obstacles, but promoting the usual three- or four-unit courses to five-unit courses or installing a 2-year graduation requirement are other matters. These mean either increasing the number of hours required for graduation, reducing elective courses, or reducing other university, college, or department graduation requirements.

Progress in this direction is likely to be slow, especially since it must be made by establishing rights-of-way through territories which are jealously guarded by other units. I can imagine also that since the bill does not specifically require 5 hours of classroom instruction each week, such attempts will be made to count language laboratory time as part of the total.

I wonder, too, how individualized instruction could qualify. Possibly, the word "instruction" under 6(b) will need definition so that it can include or exclude directed conversational practice, help sessions, language laboratory work, testing, and computer-directed practice. Possibly, also, the minimum required total number of hours or weeks of instruction should be mentioned, too.

To summarize, I see section 2 as being extremely important. I agree with my colleagues on this completely. Section 3 should work out well, especially for large institutions. And section 4 is likely to be most helpful to institutions which dedicate themselves to the traditional letters, arts, and sciences, institutions in which a uniform foreign-language requirement would easily find acceptance.

It is an excellent package as it stands, but I believe that our purpose would be even better served if funding for section 2 were to be increased. Colleges and universities would still benefit, if less directly, through the training and retraining of elementary and secondary teachers, which would lead to increased university foreign-language enrollments.

This is, I believe, an important point. The problem at the university level, from a very narrow point of view, is that the cycle has been broken, that university requirements for foreign languages have been dropped. This means that the high schools are not training students in foreign languages so that they can be admitted to the universities. This means that the high schools do not need high school teachers of foreign languages, which means, in turn, that the universities do not need to train any more teachers.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

That is a cycle that has been interrupted. It has been broken, and it could be, in a sense, reestablished, not by directly demanding entrance requirements so much for the university but demanding foreign-language teaching at the elementary level. This would provide more training and retraining of elementary and secondary school teacher requirements for the university itself.

In any event, the end result of the entire enterprise, I think, as it presently stands, H.R. 3231 should be an impressive array of positive results, some of which are immediately apparent and some of which are not.

I can imagine no other Government-sponsored undertaking in which so much could be accomplished for a mere $80 million.

Thank you very much for your attention. And thank you for this opportunity to say my piece.

Mr. ERDAHL. Thank you very much for presenting your testimony to me and, obviously, for the record, for my colleagues.

A couple of things stand out as I listened to your testimony here. It seems like what you said, all three of you, complement what we heard from the military people, the CIA people, a need for early training, a need for education and languages in business and military and government seems to be a coordinated possibility.

Also, I appreciate the specificity of your comments as they relate to the bill before us. I think that has been most helpful. As we consider things, maybe we should reinforce things. Maybe we should modify things a bit we might need to defend on the floor, because even though, as you said, $80 million in a budget of $640 billion is a very small percentage, it is still a lot of money in Illinois and Minnesota, places where we come from. So we are trying to get the best value for what we spend of the taxpayer's money, and take priorities.

Do any of you have comments you would like to share with us now that might have arisen from what your colleagues on the panel said? I am just asking, Dr. Lange, or any of you who have listened to each other, if you have any observations or comments you would like to leave with me on the record.

Mr. EDWARDS. If I may, I would just like to underscore what was said about the requirements section, which is section 4 of the bill. It is a two-edged sword. That is not to say we do not need the requirements.

But I would very much concur with what my colleagues just said of the need to do creative, innovative programs coming from the lower levels up. I think we really need to excite people about language learning, and in that regard I see section 2 in many respects the strongest part of the act.

Mr. ERDAHL. All right. I want to thank each and every one of you for your well-thought-out and excellent testimony.

And we will move to—I do not know if it is the next panel or next group. I think we will have you come up as a panel. And I certainly want to thank all of you for being with us today.

We can go off the record a bit.

[Discussion off the record.]

Mr. ERDAHL. Those who are here as a panel, I have the list the chairman gave me: Bernie Freitag, vice president of the National Education Association; Dorothy Shields, director of education for

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

the AFL-CIO; Dr. Charles Neff, president of Associated Colleges of the Midwest.

I wish to formally welcome all of you here. And even though it maybe is not listed, I guess, as a panel, I think we could proceed that way. I trust you all are comfortable with that format.

We will go down the list as Mr. Simon gave it to me and ask, first of all, for Mr. Bernie Freitag. And again, as was mentioned to the other participants in our hearing today, your testimony will be included in the record. You can proceed in any way that you are most comfortable, summarize it or proceed as you wish.

Go ahead, Mr. Freitag.

[The prepared statement of Bernie Freitag follows:]

PREPARED STATEMENT OF BERNIE FREITAG, VICE PRESIDENT, NATIONAL EDUCATION ASSOCIATION

Mr. Chairman and members of the subcommittee, I am Bernie Freitag, Vice President of the National Education Association, the largest professional organization of education employees in the United States. NEA is very pleased to be here today to testify in general support of H.R. 3231, with the exception of one part which we will discuss more fully later. We commend the sponsors for their commitment to increasing the study and learning of foreign languages in the nation's schools and colleges.

Subcommittee Members might be interested in knowing that I am, by training, experience, and regular employment, a teacher of foregin language. I teach secondary school German at Council Rock High School in Newtown, Pennsylvania, where I have also served as coordinator of the foreign language department for about fifteen years. Prior to that, I taught for three years in private Catholic high schools in Maryland and Pennsylvaina. I myself received much of my professional training as a teacher of language through such federally sponsored programs as the National Defense Education Act (NDEA) and received a Fulbright-Hays teaching grant. As you might imagine, I have some strong feelings about the subject under discussion today.

Certain facts that I have learned through experience underlie my testimony.

The important point is to start students on a foreign language—any language—at as early an age as is possible. Much of the work in acquiring a first foreign language has to do with the process of foreign language learning. Once the process is learned, the skills are transferrable to other languages.

As we've moved toward more choices in our public high schools, foreign language and mathematics are the only subjects remaining which require sequential learning—language and math depend not only on the learning of a lesson but also its retention as a student progresses through three or four years of the subject.

In learning a foreign language many students become aware for the first time of the importance of their own language and grammar and of its richness. This is especially true when they confront concepts which cannot be translated and idioms which are meaningless when transliterated.

NEA's ploicy statements on foreign language study occur in two items adopted by the Representative Assembly, the organization's highest decision-making body. Resolution B-4, Foreign Language Education, reads in part: "The Association supports the maintenance of current programs and the encouragement and development of foreign language instruction and international studies programs."

In additions, NEA's tripartite definition of national security includes as one component ". . . the education . . . of all citizens." Copies of the full text of both of these statements are attached to this testimony.

In preparing this testimony, we have concentrated on several areas which demand foreign language proficiency: the national defense and foreign policy, international trade and business needs, and the shrinking and interdependent world we face as we approach the 21st century. We have also reviewed carefully, in addition to the professional literature, "Strength Through Wisdom: A Critique of U.S. Capability,"[1] "More Competence in Foreign Languages Needed by Federal Personnel

[1] President's Commission on Foreign Language and Area Studies; "Strength Through Wisdom: A Critique of U.S. Capability" (Washington, D.C.: U.S Government Printing Office, Stock No. 017-080-02065-3, November 1979).

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Working Overseas,"[2] and Representative Simon's "The Tongue-Tied American: Confronting the Foreign Language Crisis."[3] All of these books are alarming in their indictment of our national neglect of foreign language study, and in their entirety warrant your careful consideration as you also consider H.R. 3231.

LANGUAGE AND CULTURE: THEIR FUNCTION AND IMPORTANCE

To set the tone of this testimony, I'd like to quote one of your distinguished colleagues in the other body, Senator Hayakawa: "(W)hen we concern ourselves with how people talk, we are not worrying about the elegance of their pronunciation or the correctness of their grammar. Basically we are concerned with the adequacy of their language as a 'map' of the 'territory' of experience being talked about . . . Words . . . are more than descriptions of the territory of human experience; they are evaluations. How we think and evaluate is inextricably bound up with how we talk."[4]

Thus language is not just words; language is words with *meaning* in a mutually understood context, or *culture*. Another eminent linguist, Nelson Brooks, has said:

"Language is the most typical, the most representative, and the most central element in any culture. Language and culture are not separable; it is better to see the special characteristics of a language as cultural entities and to recognize that language enters into the learning and use of nearly all other cultural elements. The detailed facts of culture cannot properly be evaluated in isolation but must be seen as integrated parts of the *total way of life* in which they appear." [Emphasis added.)[5]

Americans' failure to realize that language and culture are a single, total entity accounts for most if not all of our unfortunately deserved reputation as "ugly Americans" who believe the solution is to "let 'em learn English."

An illustration of the need for cultural understanding—or at the very least tolerance—is provided by our television sets in the perennially popular program M*A*S*H. An ongoing subtle message is the need to view with some sympathy the culture of the LIP's—the local indigenous personnel, in Army-ese—with whom the characters come into contact. The sympathetic characters have a sense of this need and an openness to learn more about that culture: Hawkeye at one point falls in love with a Korean noblewoman and participates with her in a traditional funeral; BJ "adopts" a local family and runs into their resistance to regular ingestion of sulfa during a pneumonia threat; Radar learns to speak some Korean; Col. Potter gives up his beloved horse to a former colonel of the Korean cavalry so that the old man may die with dignity in full military regalia; the medical staff permits a witch doctor to "exorcise" the evil spirits which an old Korean believes are impeding his recovery. The more insular characters, on the other hand—first Frank Burns, then Charles Emerson Winchester as ugly Americans—regularly denigrate the ways and language of the Koreans.

As the President's Commission sees it:

"Americans' incompetence in foreign languages is nothing short of scandalous, and it is becoming worse. Historically, to be sure, America's continental position between vast oceans was a basis for linguistic as well as political isolation, but rocketry as well as communications satellites render such a moat mentality obsolete * * *.

"Our vital interests are impaired by the fatuous notion that our competence in other languages is irrelevant. Indeed, it is precisely because of this nation's responsibilities and opportunities as a major power and as a symbol of ideals to which many of the world's people aspire that foreign languages, as a key to unlock the mysteries of other customs and cultures, can no longer be viewed as an educational or civil luxury."[6]

That this blindness on our part to the critical need for dealing with others who share our planet but not our way of life cripples us in the conduct of our defense/foreign policy and of our business is not well enough understood by those who make and implement education policy. It is not surprising, therefore, that our attention to

---

[2] Comptroller General of the United States; "More Competency in Foreign Languages Needed by Federal Personnel Working Overseas" (Washington, D.C.: U.S. General Accounting Office, ID-80-31, April 15, 1980).

[3] Paul Simon; "The Tongue-Tied American: Confronting the Foreign Language Crisis" (New York: Continuum, 1980).

[4] S. I. Hyakawa, ed.; "The Use and Misuse of Language" (Greenwich, Connecticut: Fawcett Publications, Inc., 1962); pp. vii-viii.

[5] Nelson Brooks; "Language and Language Learning" (New York: Harcourt, Brace, and World, 1960, 1964); p. 85.

[6] President's Commission; op. cit.; pp. 5–6.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

foreign language study had declined seriously since the peak attained following the launching of Sputnik in 1957.

NATIONAL SECURITY AND FOREIGN POLICY

The federal government is the largest single U.S. employer of language-skilled personnel. In fiscal year 1979 the federal language-skilled work force, both overseas and U.S.-based, totalled something more than 30,000.[7]

The defense and foreign policy communities require broad education in foreign languages. Some examples are:

Military personnel stationed abroad interacting with, getting to know, the local residents who represent the culture—and, in the process, enlightening them on American thoughts and ways;

Diplomats at all levels stationed abroad and charged with maintaining lines of communication with people who are more or less, depending on geopolitical factors, amicable toward the United States government; and

Citizens abroad who are viewed not as military or diplimatic but are working in various ways to help the people of the host country on a more individual level, such as the Peace Corps, the Agency for International Development (AID), the Foreign Agricultural Services (FAS), and the International Communications Agency (ICA).

These Americans are truly the front line in national security/foreign policy, because they are the people who are demonstrating on a one-on-one basis that Americans are not evil, are not inherently bellicose, and are genuine contributors to the global community. Generally, however, these ambassadors of the American way of life have limited, if any, proficiency in foreign languages. The President's Commission pronounced itself "alarmed" at the ". . . serious deterioration in this country's language and research capacity, at a time when an increasingly hazardous international military, political and economic environment is making unprecedent demands on America's resources, intellectual capacity and public sensitivity . . . . (T)he United States requires far more reliable capacities to communicate with its allies, analyze the behavior of potential adversaries, and earn the trust and the sympathies of the uncommitted."[8]

Yet AID procedures, for example, designate a far greater percentage of positions as requiring language proficiency in the so-called "world" languages—i.e., Spanish, French—than in the "hard" (or more rare) languages such as Arabic and Persian. Worldwide, 92 percent of all AID positions requiring language require Spanish, French, or Portuguese; the other eight percent are spread among Indonesian, Thai, Eastern Arabic, Persian, Nepali, Swahili, and Urdu.[9]

As Representative Simon points out: ". . . (O)nly twenty-six federal positions are now designated as requiring Mandarin Chinese. For the most powerful nation on earth virtually to ignore the language spoken by more people on the face of the earth than any other, simply defies belief."[10]

Federal policy for requiring language skills of its employees who will be serving abroad seems to depend more on the likelihood that the recruit has already mastered—or at least been exposed to—a foreign language upon entering government service than on any consideration of the language needs that an individual will encounter when placed in a host country. Moreover, since no federal agency is required by law or policy "to designate any staff position . . . as requiring language proficiency,"[11] virtually no support positions are so designated.

THE PRIVATE SECTOR ABROAD

The President's Commission estimates that one of every eight American manufacturing jobs, and one of every three farm acres, are somehow involved in international trade, and that 20,000 American firms are in the export business.[12] According to a 1974–75survey of the 6,000 businesses operating overseas, the 23 percent, or roughly 1,500, which responded cited 60,000 jobs which required competency in a language in addition to English. "Assuming that the remaining 77 percent of the firms would at least double that number, at least 120,000 jobs among major U.S. business firms require a foreign language. Most estimates place that figure substantially higher."[13]

The President's Commission further estimates American overseas investment at $300 billion and foreign investment here at $245 billion, with nearly 50 percent of

[7] Comptroller General; op. cit.; p. ii.
[8] President's Commission; op. cit.; pp. 1–2.
[9] Comptroller General; op. cit; p. 52.
[10] Simon; op cit.; p. 187.
[11] Comptroller General; op. cit.; p. 54.
[12] President't Commission; op. cit.; p. 125.
[13] Simon; op. cit.; p. 166.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

the earnings of the thirteen largest banks in America coming from overseas. The Commission concludes: "(E)ach $1 billion of exported manufactured goods creates at least 30,000 jobs in the U.S. (thus proving) our growing economic interdependence with the rest of the world." [14]

Those numbers are big business and big dollars by anyone's standards.

And where are those nongovernmental Americans who live and work overseas? Surely they are not all in the world capitals—Tokyo, Paris, London, Bonn, Rome—where an exclusively English-speaking American can get by because of the host natives' tolerance and skill in English. Many are in the oil fields of the Middle East or Venezuela; others are searching for mineral resources in African and other developing nations; some are medically and/or spiritually servicing remote tribes in Asia or South America; still others are scattered around the globe in places I probably never heard of and contending with languages the names of which may be new to us. Clearly, these Americans have need of substantial cultural understanding and tolerance, some basic grounding in linguistics, and probably a lot of luck.

I am not suggesting that the American public education system should make course offerings which would meet the needs of anyone who might someday be working among native speakers of some of the more exotic of the world's languages. As a learner and a teacher of foreign language, though, I believe that the strengthening and expansion of foreign language programs in our elementary and secondary schools and our postsecondary institutions require immediate and urgent attention—from all levels of government and from the private sector—if we are to be competitive as a nation in the world of the 21st century.

FOREIGN LANGUAGE STUDY: THE STATE OF THE ART

Attached for the Subcommittee's information is an article, "The Akron Story," describing an elementary school foreign language program that's working.

Particularly valuable in researching this section of the testimony were Representative Simon's Chapters 5 and 6. "The Bad News from Our Elementary and High Schools" and "Colleges and Universities—A Mixed Picture."

The study of modern foreign language was immensely spurred by the climate of fear of technological and linguistic insufficiency that followed the Soviet move into space in 1957. As so often happens in the political give and take of our democracy, it is only after some external stimulus forces itself into our collective consciousness that we as a nation respond by doing precisely what the "experts" had been recommending for years. Thus it was that Sputnik led directly to Congressional enactment of NDEA, which encouraged study in, among other subjects, foreign languages.

The 1960's were boom years for foreign language. Teacher training for foreign languages was federally subsidized to a great degree; foreign language enrollment in the secondary schools and postsecondary institutions was high. In the mid-60's, for example, 24 percent of secondary students studied foreign language; 34 percent of postsecondary institutions had admission standards requiring foreign language. These figures today are drastically reduced: 15 percent and eight percent respectively.[15]

Public secondary school enrollments in foreign languages declined by 15 percent from 1968 to 1974. In 1968, 27.1 percent of the total public secondary school enrolment were studying foreign language; by 1974, only 19.2 percent were enrolled in foreign language.[16]

NEA estimates that for school year 1980–81 some 3.5 percent of, or 77,000 public elementary and secondary teachers spent the major part of the school day teaching foreign language.[17] Cumulative estimates show that, beginning with 1960 at three percent, the percentage of foreign language teachers rose, gradually but steadily, peaking in 1969 at 5.6 percent; since then a decline has set in and continues.[18]

Thus there are currently fewer than one foreign language teacher for each 500 students enrolled in the public schools. Obviously, we are not concentrating much on the systematic encouragement of the study of foreign language and, by definition, different cultures.

Nor are we emphasizing foreign language at the postsecondary level. "(F)ewer than 10 percent of all college students are required to have a record of having

---

[14] President's Commission; op. cit.; p. 125.

[15] Ibid.; p.7.

[16] Thomas H. Geno, ed.; "Our Profession: Present Status and Future Directions;" Northeast Conference Reports (Middlebury, Vermont: Northeast Conference on the Teaching of Foreign Languages, Inc., 1980); p. 19.

[17] National Education Association; "Teacher Opinion Poll" (Washington, D.C.; 1980).

[18] National Education Association; "Teacher Opinion Poll" (Washington, D.C.; 1960–1980).

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

studied a language or having a competence in one in order to get into a college, and fewer than one-fifth of all college students . . . ever receive any foreign language instruction."[19]

Between 1968 and 1977, the percentage of higher education enrollments in the five most taught foreign languages (French, German, Italian, Russian, Spanish) declined by 21.2 percent; the percent of college students enrolled in these language programs dropped from 15 percent in 1968 to 8.2 percent in 1977. Worse yet, despite national security needs, higher education students enrolled in Russian fell 20.1 percent between 1968 and 1974, and declined another 14.6 percent between 1974 and 1977.[20]

And scope of foreign language study is not the whole problem. While very few postsecondary students are receiving any instruction in foreign language, most of those who do are concentrating in Spanish, French, or German, to the virtual exclusion of Russian, Japanese, Chinese, and the more exotic languages.[21] Moreover, too many of the foreign language courses offered in postsecondary institutions are taugth for only three hours per week, when most experts agree that such instruction should have a minimum of five hours per week. We are hardly preparing students for the world they will face.

H.R. 3231

H.R. 3231 is one of the first serious efforts in years to deal comprehensively with the problem of our national language ignorance. It is a simple, straightforward, relatively inexpensive bill. Perhaps one of its most attractive features is that, by making funds avilable to state education agencies for foreign language programs designed and implemented at the local level and directly to postsecondary institutions, it automatically refutes the charge that foreign language instruction is a "frill" that can and should be sacrificed during times of fiscal austerity.

In general, NEA supports H.R. 3231. We do, however, have one major objection: Sec. 2(b)(2) requires that programs at the local level to made available to all children in a school district whether or not they are enrolled in public school in that district. In a political climate that is engendering controversy over forms of aid to nonpublic school students and that is generating substantial Congressional and public support for tuition tax credits, such a provision is unacceptable to NEA.

Our only other substantive comment on H.R. 3231 relates to Sec. 3, which we feel may reflect an unintentional oversight. By consistently using the term "institution of higher education," which generally is interpreted to mean four-year colleges and universities, we wonder if the bill is not precluding from receiving its benefits the various two-year postsecondary institutions. Since Representative Simon devotes considerable attention in his book to the potential of community and junior colleges,[22] we doubt seriously that it was the sponsors' intent to exclude these vital postsecondary educational institutions. We respectfully suggest that perfecting language may be in order.

Once again, we commend the sponsors and this Subcommittee for your attention to the pressing need for foreign language education, and we stand ready to help assure enactment of this important legislation. Thank you.

B-4. FOREIGN LANGUAGE EDUCATION

The National Education Association believes that foreign language instruction is an important part of the total educational process and an integral part of international studies.

The Association supports the maintenance of current programs and the encouragement and development of foreign language instruction and international studies programs.

The Association recognizes the need for teacher training programs for foreign language teachers, and supports teacher exchange programs.

National security.—The security of our nation is enhanced by the pursuit of peace through multilateral strategic arms limitation; by an adequate defense built on military strength; and by the education, strength, and health of all citizens. The three factors in national security should be adequately reflected in the national budget.

---

[19] Simon; op cit.; p. 119.
[20] Geno; op. cit.; pp. 21-22.
[21] Simon; op. cit.; p. 119.
[22] Ibid.; pp. 108-110

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

THE AKRON STORY—WHERE FOREIGN LANGUAGE IS A BASIC

(By Eileen Silva Kindig, Free-Lance Writer, Medina, Ohio)

For more than 20 years, the Akron, Ohio, school district has required that every child in its elementary schools be exposed to French, Spanish, or German. All sixth grade students therefore receive foreign language instruction for 20 minutes a day.

Akron's elementary language program is designed more to prepare students for systematic study than to provide that study. Its aim is to get children to accept another means of verbal communication and to want to find out more. Its success is solid. The American Council on the Teaching of Foreign Languages cited the Akron program as one of 50 outstanding language programs in the nation.

The Council had several reasons for its choice, says Sandra Hammond, Project Coordinator of the Survey of Successful Secondary School Foreign Language Programs. Two criteria of success were high enrollment and extensive course offerings. In addition, Ms. Hammond explains, "Akron's compulsory sixth grade program was one of the main reasons for its selection. During the late 60's and early 70's, there were many elementary foreign language programs throughout the country, but with the budget cuts of the last five years, most of them have been eliminated. Akron is unique in that it emphasizes language as a necessity rather than a frill."

The coordination of the Akron program is important, Ms. Hammond points out. "In areas which show a high rate of attrition, you often find that a program lacks sequential coordination."

National recognition is gratifying, but the consensus among Akron's language teachers seems to be that the real proof of their program's success lies in the junior high foreign language enrollment figures. While elective language classes across the country are losing students, Akron's secondary level classes are attracting more than ever. Roughly two-thirds of all Akron seventh graders choose to continue studying a foreign language.

Former French and Spanish teacher John Durden directs Akron's foreign language program. He considers that although compulsory early exposure is vitally important, it isn't enough to inspire children to want to learn more. School guidance counselors can help by encouraging students to pursue language study. And basic to success are motivated teachers and a program that allows each child to experience success at his or her own level of competence.

Akron has both. Language teachers stay open to new ideas by listening to guest speakers—such foreign language experts as Lorraine Strasheim of Indiana University, Edward Allen of Ohio State University, and Fred Jenks of Florida State University.

"The underlying theme of every speaker," Durden reports, "has been the importance of individualization. In the past, languages have had the reputation of appealing only to the elite. Today we're trying to reach inner city kids too, and to do this we can't afford to have classes that are too rigidly structured."

Speakers have emphasized another trend in language teaching also. In the early sixties, the curriculum was based primarily on understanding and speaking. Now teachers stress writing and reading as well in order to give students a tangible hold on the language. Classes commonly cover less material than before but do it using all four phases of learning.

Akron's dozen elementary foreign language teachers work hard to maintain the level of the program. French teacher Frank Dworkin has been part of the elementary language program since its adoption by the school board in 1961. Like the other teachers in the program, she travels each day to three or four schools throughout the city to meet with her classes.

"I tell my children this is the way it is in France. The teacher comes to the class rather than the class coming to the teacher," she says cheerfully.

Mrs. Dworkin believes that language classes should be an enjoyable cultural experience. "My purpose isn't to be an entertainer, of course, but it's really advantageous for the children to see how people live and talk in another country. Besides, when I use puppets and songs with students, they get involved with the subject.

"When I can, I also like to integrate what we do in French class with what's happening in the students' other classes. Once for language arts they dressed up as storybook characters, and I had them introduce their characters in French during my class."

Mrs. Dworkin has made consistent use of the Student Letter Exchange in Waseca, Minnesota, to provide her students in French during my class."

Mrs. Dworkin has made consistent use of the Student Letter Exchange in Waseca, Minnesota, to provide her students with French pen pals. Because of the high cost of postage and the acquisition price of 50 cents per name, however, she's recently been forced to limit participation. Rather than give everyone a name, she requires

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

each student in her nine classes to write a sample letter. One the basis of these samples, she selects one boy and one girl from each class to write to a pen pal in France. Every letter that is shared opens cultural doors.

The Amity Program at Akron's Buchtel University High School is a resource that Akron's language teachers value highly. This magnet program attracts academic achievers from all over the city. Buchtel students spend three periods a day in study of world cultures, languages, and literatures.

Exchange students from abroad attend classes at Buchtel. The school's students have access to a computer-based introductory and remedial language program, as well as to facilities on the University of Akron campus.

The Amity Program benefits all of Akron's foreign language teachers in two ways: It attracts attention to some of the special advantages Akron offers secondary language students, and it provides foreign guests who can add immensely to elementary language classes.

Given so much dedication and activity, does the elementary language program give its students anything beyond the interest and motivation that are its avowed aims? "I think that good pronunciation is one 'extra,'" Fran Dworkin says. "When you get kids before they go into junior high, they're less inhibited than they are later."

Program director John Durden couldn't agree more. "One of the biggest advantages to starting children out early with a second language is that their pronunciation is so much better," he says. "As a matter of fact, psychologists at McGill University in Canada have observed that adults learn foreign languages faster than children because they bring with them all their past learning experiences, but children have better pronunciation and always will."

Learning a foreign language on the elementary level also seems to make children more aware of language in general and perhaps even help them improve their skills in English. According to Robert J. Di Pietro of the University of Delaware, the study of foreign languages does indeed help children learn to read better in English. Studying foreign language programs in Virginia Di Pietro found that the reading of children in grades one through six at Key Elementary School in Arlington improved markedly after the children took a 14-week experimental language program. Using lesson plans which dovetailed with the course work being taught in regular math and social studies classes, instructors taught their classes in Spanish, Korean, or Vietnamese. They also gave students a look at the culture, history, and art of the specific country they happened to be studying.

Yet another "extra" evident in the Akron elementary program is the positive attitude toward learning that language teachers like Mabel Brown can inspire. Ms. Brown, a Spanish teacher with considerable elementary experience, spends half of her day instructing inner-city children. Observers of Ms. Brown's classes typically note the sense of harmony between teacher and class and the obvious enjoyment of both: When the class period ends, groans of dismay fill the room.

"I don't think learning a language should be drudgery," Ms. Brown says. "I'm enthusiastic, and the students pick up on it. Even with my last class of the day I don't let down—it's the first time those kids have seen me all day. I praise the children a lot, too, and they really respond to that. When they make mistakes, I don't dwell on it. I just correct them and go on."

Language learning in Akron is in fact far from being all work. Teachers use games, puppets, songs, foreign foods, flash cards, and any other aspects of foreign culture available to them to stimulate interest. Students who might otherwise reject language study are enjoying it instead—and looking forward to more.

Enthusiastic parents are a bonus in any educational program, and Akron seems to have plenty of them.

"The parents like what we're doing a whole lot," says Fran Dworkin. "Those who move into our school system from other areas are delighted that their children have such an opportunity."

"One of the main reasons Akron has been able to keep an elementary program going is parental support," John Durden agrees. "The parents got the whole thing started 21 years ago. The PTA hired a French teacher, and the parents paid the entire cost.

"School levies always pass in Akron, and as a result our schools are debt-free and we have the funds to keep on with this. Also, we try to listen to input from parents because we've found that it pays off in student interest. For example, in one school where we were teaching German, the parents came and requested that we switch to Spanish. When we did, enrollment on the secondary level increased."

Research indicates that parents' response nationwide is just as positive as that which Akron educators have experienced firsthand. A survey conducted at the University of Michigan for the President's Commission on Foreign Language and

84-188 O—81——11

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

International Studies revealed that of the respondents who were parents, an overwhelming number wanted their chidren to study a foreign language. More than three-fourths felt strongly that elementary schools should offer such study.

Akron is one school system that has responded to parents' demand for foreign language teaching. Akron students, in turn, have responded to their parents' and teachers' enthusiasm. When parents, teachers, and students agree that foreign language learning is basic, they can make it so.

STATEMENT OF BERNIE FREITAG, VICE PRESIDENT, NATIONAL EDUCATION ASSOCIATION

Mr. FREITAG. Sehr geehrter Herr Vorsitzender und verehrte Mitglieder dieses Ausschusses, ich heisse Bernie Freitag, bin vizepraesident der NEA (National Education Association), die groesste Organisation von professoren, Erziehern und Schularbeitern inden Vereinigten Staaten von Amerika.

Wir freuen uns, dass wir die Einladung bekommen haben, unsere allgemeine Unterstuetzung von H.R. 3231 heute zum Ausdruck zu bringen. Es gibt zwar eine Bestimmung von H.R. 3231, womit wir Schwierigkeiten haetten, aber dazu werden wir etwas spaeter Stellung nehmen.

Zunaechst moechten wir die Foerderer von H.R. 3231 fuer ihren Beistand zu diesem Vorschlag loben, weil sie sich dafuer eisetzen, dass in den Schulen und Universitaeten der USA, die Gelegenheit eine Fremdsprache zu studieren und zu beherrschen, immer mehr die Regel wird.

Mr. ERDAHL. Thank you. [Laughter.]

Very good. Go ahead.

Mr. FREITAG. Members of the committee might be interested in knowing that I am, by training, experience, and regular employment, a teacher of foreign language. I teach secondary school German at Council Rock High School in Newtown, Pa., where I have also served as coordinator of the foreign language department for about 15 years. Prior to that, I taught for 3 years in private Catholic high schools in Maryland and Pennsylvania.

I myself received much of my professional training as a teacher of language through such federally sponsored programs as the National Defense Education Act, and received the Fulbright-Hayes teaching grant.

I would like to add, parenthetically, that I am a cofounder and the national vice president of the United German American Committee of the United States and also have been on the national board of directors of Schwaben International. Both of those organizations are nonprofit organizations that strongly support language learning, foreign language newspapers and radio, and also people-to-people contact on a nonprofit basis.

As you might imagine, as one educated in a liberal arts program, I have some strong feelings about the subject under discussion today. Certain facts I have learned through experience underly my testimony.

First of all, the important point is to start students on a foreign language, any language, at as early an age as possible. Much of the work in acquiring a first foreign language has to do with the process of foreign language learning. Once the process is learned, the skills are transferable to other languages.

Second, as we have moved toward more choices in our public high schools, foreign language and mathematics are the only sub-

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

jects remaining which require sequential learning. Language and math depend not only on the learning of a lesson but also on its retention as a student progresses through 3 or 4 years of the subject.

In learning a foreign language, many students become aware for the first time of the importance of their own language and grammar and of its richness. This is especially true when they confront concepts which cannot be translated in idioms which are meaningless when transliterated.

NEA's policy statements on foreign language occur in two items adopted by the representative assembly, the organization's highest decisionmaking body. Resolution B-4, foreign language education, reads, in part.

> The association supports the maintenance of current programs and the encouragement and development of foreign language instruction and international studies programs.

In addition, NEA's tripartite definition of "national security" includes as one component "the education of all citizens."

Copies of the full text of both of these statements are attached to this testimony. And, Mr. Erdahl, I would like to skip over to page 9 of my testimony just to highlight that portion but, of course, know that all of the testimony will be in the record.

Mr. ERDAHL. Surely.

Mr. FREITAG. Concerning the state of the art, we have attached for the subcommittee's information an article, "The Akron Story," describing an elementary school foreign language program that is working, particularly valuable in researching this section of the testimony were Representative Simon's chapters 5 and 6, "The Bad News from our Elementary and High Schools" and "Colleges and Universities: A Mixed Picture."

A study of modern foreign language was immensely spurred by the climate of fear of technological and linguistic insufficiency that followed the Soviet move into space in 1957. As so often happens in the political give-and-take of our democracy, it is only after some external stimulus forces itself into our collective consciousness that we as a nation respond by doing precisely what the experts had been recommending for years.

Thus it was that Sputnik led directly to congressional enactment of NDEA, which encouraged study in, among other things, foreign languages. The 1960's were boom years for foreign languages. Teacher training for foreign languages was federally subsidized to a great degree. Foreign language enrollment in the secondary schools and postsecondary institutions was high. In the mid-1960's, for example, 24 percent of secondary students studied foreign language; 34 percent of postsecondary institutions had admission standards requiring foreign language. These figures today are drastically reduced: 15 percent and 8 percent, respectively.

Public secondary school enrollments in foreign languages declined by 15 percent from 1968 to 1974. In 1968, 27.1 percent of the total public secondary school enrollment were studying foreign language. By 1974, only 19.2 percent were enrolled in foreign language.

NEA estimates that for school year 1980–81, some 3.5 percent of, or 77,000, public elementary and secondary teachers spent the

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

major part of the schoolday teaching foreign language. Cumulative estimates show that beginning with 1960, at 3 percent, the percentage of foreign language teachers rose gradually but steadily, peaking in 1969 at 5.6 percent.

Since then, a decline has set in, and continues. Thus, there are currently fewer than one foreign-language teacher for each 500 students enrolled in the public schools. Obviously, we are not concentrating much on the systematic encouragement of the study of foreign language and, by definition, different cultures, nor are we emphasizing foreign language at the postsecondary level: "Fewer than 10 percent of all college students are required to have a record of having studied a language or having a competence in one in order to get into a college, and fewer than one-fifth of all college students ever receive any foreign-language instruction."

Between 1968 and 1977 the percentage of higher education enrollments in the five most-taught foreign languages, which are French, German, Italian, Russian, and Spanish, declined by 21.2 percent. The percent of college students enrolled in these language programs dropped from 15 percent in 1968 to 8.2 percent in 1977.

Worse yet, despite national security needs, higher education students enrolled in Russian fell 20.1 percent between 1968 and 1974, and declined another 14.6 percent between 1974 and 1977.

And scope of foreign language studies not the whole problem. While very few postsecondary students are receiving any instruction in foreign language, most of those who do are concentrating in Spanish, French, or German, to the virtual exclusion of Russian, Japanese, Chinese, and the more exotic languages.

Moreover, too many of the foreign language courses offered in postsecondary institutions are taught for only 3 hours per week, when most experts agree that such instruction should have a minimum of 5 hours per week. We are hardly preparing students for the world they will face.

H.R. 3231 is one of the first serious efforts in years to deal comprehensively with the problem of our national language ignorance. It is a simple, straightforward, relatively inexpensive bill. Perhaps one of its most attractive features is that by making funds available to State educational agencies for foreign-language programs designed and implemented at the local level and directly to postsecondary institutions, it automatically refutes the charge that foreign-language instruction is a frill that can and should be sacrificed during times of fiscal austerity.

In general, NEA supports H.R. 3231. We do, however, have one major objection: Section 2(b)(2) requires that programs at the local level be made available to all children in a school district whether or not they are enrolled in public school in that district. In a political climate, that is engendering controversy over forms of aid to nonpublic school students, and that is generating substantial congressional and public support for tuition tax credits. Such a provision is unacceptable to NEA.

Our only other substantive comment on H.R. 3231 relates to section 3, which we feel may reflect an unintentional oversight. By consistently using the term "institutions of higher education," which generally is interpreted to mean 4-year colleges and univer-

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

sities, we wonder if the bill is not precluding from receiving its benefits the various 2-year postsecondary institutions.

Since Representative Simon devotes considerable attention in his book to the potential of community and junior colleges, we doubt seriously that it was the sponsor's intent to exclude these vital postsecondary educational institutions. We respectfully suggest that perfecting language may be in order.

Once again, we commend the sponsors and this subcommittee for your attention to the pressing need for foreign-language education. And we stand ready to help assure enactment of this important legislation. Thank you.

Mr. ERDAHL. Thank you very much.

Again, I am going to have to run over for a vote. And if it is OK with the other participants, if you are willing to wait and maybe forego lunch, at least at this time, I will try to get back as soon as possible. Could you do that?

Thank you very much.

[Brief recess.]

Mr. ERDAHL. I apologize for the interruption.

The next on our list is Dorothy Shields, director of education for AFL-CIO.

Mrs. Shields, thank you. And please proceed.

[The prepared statement of Dorothy Shields follows:]

PREPARED STATEMENT OF DOROTHY SHIELDS, DIRECTOR, DEPARTMENT OF EDUCATION, AMERICAN FEDERATION OF LABOR & CONGRESS OF INDUSTRIAL ORGANIZATIONS

I am pleased to testify today on behalf of the AFL-CIO in support of H.R. 3231. The bill provides grants for foreign language programs to improve foreign language study for elementary and secondary school programs and provides per capita grants to reimburse institutions of higher learning for part of the costs of providing foreign language instruction. The AFL-CIO is on record in support of increasing federal assistance for foreign language study.

In December 1979, the AFL-CIO at its convention, approved a resolution fully supporting the recommendations of the President's Commission on Foreign Languages and International Studies. A copy of the resolution is attached to our testimony. The AFL-CIO supports H.R. 3231 as a means of implementing many of the recommendations of the Commission's report.

We have also been active on the national level, through participation in the President's Commission on Foreign Language and International Studies, in the development of recommendations to improve foreign language study programs, and the National Council on Foreign Language and International Studies which grew out of the Commission report.

The American labor movement has been active in international labor and labor-political organizations for a century. The labor movement is intrinsically bound up in common interests shared with workers and unions the world over. The aspirations of workers everywhere enjoy a common denominator, freedom to collectively better their lives. Communication at the international level has, therefore, always been important to the American labor movement. In the 1960's the AFL-CIO began an extensive program of international assistance to fledgling democratic labor movements in Africa, Asia and Latin America. Given the unique characteristics of our society, recruitment from the American rank-and-file of persons with considerable trade union experience who also spoke a second language owing to familiar background, was sometimes possible. In other cases, American trade unionists were trained in second languages in order to carry out their roles as instructors abroad.

In the eighth decade of the twentieth century, the concept of a global village has become reality. Modern systems of communication via satellite, have made all of the world's inhabitants intimate neighbors. Language has become even more important to all of us as a result of the revolution in communications and travel. The sad fact remains that language training in the public school system of our country lags far behind that of all the other industrialized market economies of our world. Usually, Americans, whether in diplomatic service or industry abroad, continue to be the

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

worst examples of monocultural representatives who speak English, a woefully inadequate tool in today's mulit-cultural world.

The old prevailing argument of fortress America, with monolithic culture, self-sustaining economy and the "highest standard of living in the world," has long been a myth. Today's world, characterized at the highest level by the Common Market and a plethora of international institutions that run the gamut from the United Nations and its specialized agencies to the OECD, requires the participation of world citizens, who can communicate clearly with one another. The baisc factor of that communication is language training. We should start at the elementary level and equip those of our society who will be called upon to perform at the international level with language expertise far greater than is provided by today's relatively ineffective crash courses in language training. The U.S. education system cannot afford to trail behind the rest of the industrialized world in this vital concept.

In April 1978, President Jimmy Carter established, through Executive Order No. 12054, the President's Commission on Foreign Languages and International Studies. The Commission was empowered to recommend means for directing public attention to the importance of foreign language and international studies for the improvement of communications and understanding with other nations in an increasingly interdependent world. It also was asked to assess the need in the United States for foreign language and area specialists, ways in which foreign language and international studies contribute to meeting these needs, and the job market for individuals with these skills.

In addition, the Commission made recommendations concerning desirable levels and kinds of support for foreign language area studies that should be provided by the public and private sectors as well as to review existing legislation and suggest needed changes to carry out the Commission's recommendations.

Jack F. Otero, Executive-Vice Chairman, represented the AFL-CIO on the President's Commission and several other labor representatives contributed to the work of the Commission, its findings and recommendations.

The Commission noted in its report a significant decline in the study of foreign languages and international issues in the nation's schools and colleges and it recommended that greater emphasis should be placed on the study of these subjects. The report indicated that the Commission members were "profoundly alarmed" by the serious deterioration in this country's language and research capacity, at a time when an increasingly hazardous international military, political and economic environment is making unprecendented demands on America's resources, intellectual capacity and public sensitivity.

"The problem extends from our elementary schools, where instruction in foreign languages and cultures has virtually disappeared, to the threatened imminent loss of some of the world's leading centers for advanced training and research on foreign areas. Such specific educational neglect, moreover, is reflected in public uncertainty about the relationship between American interests and goals and those of other peoples and other cultures. Nothing less is at issue than the nation's security." ("Strength Through Wisdom: A Critique of U.S. Capability," Report To The President From the President's Commission On Foreign Language and International Studies—November 1979)

America's incompetence in foreign languages, the report declared, is nothing short of scandalous and it is becoming worse. The members of the Commission believed that our lack of foreign language competence diminished our capabilities in diplomacy, in foreign trade and in citizen comprehension of the world in which we live and compete.

It is disturbing to read that, as of 1979:

Only 15 percent of American high school students studied foreign language—down from 24 percent in 1965.

Only one out of 20 public high school students studied French, German or Russian beyond the second year. (Four years is considered a minimum prerequisite for useable language competence.)

Only 8 percent of American colleges and universities required a foreign language for admission, compared with 34 percent in 1966.

It was estimated that there were 10,000 English-speaking Japanese business representatives on assignment in the United States. There were fewer than 900 American counterparts in Japan—and only a handful of those had a working knowledge of Japanese.

The foreign affairs agencies of the U.S. government were deeply concerned that declining foreign language enrollments in our schools and colleges would lower the quality of new recruits for their services and increase language training costs, already at a level of $100 million in 1978.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

In order to remedy some of these national deficiencies, the Commission recommended that the Department of Education should provide incentive funding to schools and post-secondary institutions for foreign language teaching. It also urged schools, colleges and universities to reinstate foreign language requirements. New Department of Education funded programs were recommended to encourage foreign language studies in the schools.

H.R. 3231 would effect principal recommendations of the Commission by establishing a system of competitive grants to states for funding model foreign language programs in local school districts. In addition, grants would be given to colleges and universities that require foreign language study for graduation as well as grants to institutions for higher education based on their foreign language class enrollments. In a world of increasing interdependence and an ever present need for greater international cooperation, this measure represents an important step toward expanding communication among people.

We urge legislative enactment of H.R. 3231.

FOREIGN LANGUAGE AND INTERNATIONAL STUDIES

Whereas, In April 1978, through Executive Order No. 12054, President Jimmy Carter established the President's Commission on Foreign Language and International Studies, and

Whereas, Such Commission was empowered to:

(1) Recommend means for directing public attention to the importance of foreign language and international studies for the improvement of communications and understanding with other nations in an increasingly interdependent world;

(2) Assess the need in the United States for foreign language and area specialists ways, in which foreign language and international studies contribute to meeting these needs, and the job market for individuals with these skills.

(3) Recommend what foreign language area studies programs are appropriate at all academic levels and recommend desirable levels and kinds of support for each that should be provided by the public and private sectors.

(4) Review existing legislative authorities and make recommendations for changes needed to carry out most effectively the commission's recommendations.

Whereas, A representative of organized labor named as a member of the commission and several other distinguished labor leaders contributed greatly to the work of this commission, its findings and recommendations, and

Whereas, Such recommendations, if implemented by the executive and legislative branches would place the United States in full compliance with the Final Act of the Conference on Security and Cooperation (better known as the Helsinki Agreement, which commits the participating countries to "encourage the study of foreign languages and civilizations as an important means of expanding communication among peoples—for the strengthening of international cooperation," and

Whereas, Such recommendations are in the national interest given increasing world interdependence and the concomitant need for greater international cooperation. Therefore, be it

Resolved, That the AFL-CIO goes on record supporting the findings and recommendations of the Presidential Commission on Foreign Language and International Studies, and be it further

Resolved, That the AFL-CIO calls on the President and Congress to exert leadership in the legislative enactment of such finding and recommendations, and be it further

Resolved, That the AFL-CIO pledges full cooperation and support in actively promoting the passage of such legislation.

STATEMENT OF DOROTHY SHIELDS, DIRECTOR, DEPARTMENT OF EDUCATION, AMERICAN FEDERATION OF LABOR & CONGRESS OF INDUSTRIAL ORGANIZATIONS

Ms. SHIELDS. I am pleased to testify today on behalf of the AFL-CIO in support of H.R. 3231. The AFL-CIO is on record in support of increasing Federal assistance for foreign language study. In December 1979 the AFL-CIO at its convention approved a resolution fully supporting the recommendations of the President's Commission on Foreign Languages and International Studies. A copy of the resolution is attached to our testimony.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

The AFL-CIO supports H.R. 3231 as a means of implementing many of the recommendations of the Commission's report. We have also been active on the national level, through participation in the President's Commission on Foreign Languages and International Studies, in the development of recommendations to improve foreign language study programs, and the National Council on Foreign Language and International Studies, which grew out of the Commission report.

The American labor movement has been active in the international labor and labor political organizations for a century. The labor movement is intrinsically bound up in common interests shared with workers and unions the world over. The aspirations of workers everywhere enjoy a common denominator: freedom to collectively better their lives. Communication at the international level has, therefore, always been important to the American labor movement.

In the 1960's the AFL-CIO began an intensive program of international assistance to fledgling democratic labor movements in Africa, Asia, and Latin America. Given the unique characteristics of our society, recruitment from the American rank and file of persons with considerable trade union experience who also spoke a second language, owing to familiar background, was sometimes possible. In other cases, American trade unionists were trained in second language in order to carry out their role as instructors abroad.

In the eighth decade of the 20th century the concept of a global village has become reality. Modern systems of communication via satellite have made all of the world's inhabitants intimate neighbors. Language has become even more important to all of us as a result of the revolution in communications and travel. The sad fact remains that language training in the public school system of our country lags far behind that of all the other industrialized market economies of the world. Usually, Americans, whether in diplomatic service or industry abroad, continue to be the worst examples of monocultural representatives who speak English, a woefully inadequate tool in today's multicultural world.

The old, prevailing argument of fortress America with monolithic culuture, self-sustaining economy, and the "highest standard of living in the world," has long been a myth. Today's world, characterized at the highest level by the Common Market and a plethora of international institutions that run the gamut from the United Nations and its specialized agencies to the OECD, requires the participation of world citizens who can communicate clearly with one another.

The basic factor of that communication is language training. We should start early at the elementary level and equip those of our society who will be called upon to perform at the international level with language expertise far greater than is provided by today's relatively ineffective crash courses in language training. The U.S. education system cannot afford to trail behind the rest of the industrialized world in this vital concept.

In April 1978 President Jimmy Carter established, through Executive Order No. 12054, the President's Commission on Foreign Languages and International Studies. Jack F. Otero, executive vice

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

chairman, represented the AFL-CIO on the President's Commission, and several other labor representatives contributed to the work of the Commission, its findings and recommendations.

The Commission noted in its report a significant decline in the study of foreign languages and international issues in the Nation's schools and colleges and recommended that greater emphasis should be placed on the study of these subjects. I quote from the Commission report:

> The problem extends from our elementary schools, where instruction in foreign languages and cultures has virtually disappeared to the threatened imminent loss of some of the world's leading centers for advanced training and research on foreign areas. Such specific educational neglect, moreover, is reflected in public uncertainty about the relationship between American interests and goals and those of other peoples and cultures. Nothing less is at issue than the nation's security.

America's incompetence in foreign language, the report declared, is nothing short of scandalous and is becoming worse. The members of the Commission believed that our lack of foreign language competence diminished our capabilities in diplomacy in foreign trade, and in citizen comprehension of the world in which we live and compete.

It is disturbing to read that as of 1979 only 15 percent of American high school students studied foreign language, down from 24 percent in 1965. Only 1 out of 20 public high school students studied French, German, or Russian beyond the second year. Only 8 percent of American colleges and universities required a foreign language for admission, compared with 34 percent in 1966.

It was estimated that there were 10,000 English-speaking Japanese business representatives on assignment in the United States. There were fewer than 900 American counterparts in Japan, and only a handful of those had a working knowledge of Japanese.

The foreign affairs agencies of the U.S. Government were deeply concerned that declining foreign language enrollments in our schools and colleges would lower the quality of new recruits for their services and increase language training costs, already at a level of $100 million in 1978.

H.R. 3231 would effect principal recommendations of the Commission by establishing a system of competitive grants for funding model foreign language programs in local school districts.

In addition, grants would be given to colleges and universities that require foreign language study for graduation, as well as grants to institutions for higher education based on their foreign language class enrollments.

In a world of increasing interdependence and an ever-present need for greater international cooperation, the AFL-CIO believes this measure represents an important step toward expanding communication among people. We urge enactment.

Mr. ERDAHL. Thank you very much.

I understand, Mr. Neff, that you are feeling a bit under the weather, and it has been an ordeal waiting for this moment. So, again, you can just summarize briefly, if you wish, and your statement will be entered in the record.

I note with approval that you are from the Associated Colleges of the Midwest. Once upon a time I went to St. Olaf's College. As I look at Cornell, Grinnell, Knox, Lawrence, McAlester, Monmouth,

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Ripon, I competed on all those campuses when I was on the track team, once upon a time.

It is good to have you with us.

[The prepared testimony of Charles Neff follows:]

PREPARED TESTIMONY OF CHARLES B. NEFF, PRESIDENT, ASSOCIATED COLLEGES OF THE MIDWEST, AND ON BEHALF OF THE GREAT LAKES COLLEGES ASSOCIATION

Mr. Simon and other committee members, I am happy to be here with you today to testify on the hearings relating to H.R. 3231, 97th Congress, First Session. I am Charles Neff, President of the Associated Colleges of the Midwest, a consortium of thirteen liberal arts colleges located primarily in the states of Illinois, Iowa, Minnesota and Wisconsin, with an additional college in Colorado. With the permission of its leadership, I am also speaking on behalf of the Great Lakes Colleges Association, a similar consortium of twelve liberal arts colleges located in the states of Ohio, Michigan and Indiana. Collectively these twenty-five liberal arts colleges have a student enrollment of approximatley 40,000 and a teaching staff of about 3,000 faculty. A list of the member institutions is attached to this testimony.

What perhaps makes our colleges different from others which may testify before you today is that during a period when many institutions were deemphasizing foreign language or allowing foreign language requirements to lapse, most of our institutions have continued to maintain strong foreign language programs. For instance, out of the twenty-five institutions, twelve already have a foreign language graduation requirement consisting either of courses or of attainment of a designated level of competence as demonstrated by testing. You, Mr. Chairman, have stated that only eight percent of the institutions in the United States require foreign language for graduation. The figure in our two associations is 48 percent, perhaps not high enough but nevertheless considerably above the national average. Furthermore, we estimate that about 60 percent of all students complete at least two years of a foreign language, an estimate which probably is conservative.

I cite these figures initially to inform you that in the Associated Colleges of the Midwest and the Great Lakes Colleges Association, we already have an atmosphere quite favorable to the teaching of foreign languages. Furthermore, foreign language instruction is bolstered by very strong overseas programs. Jointly, the Associated Colleges of the Midwest and the Great Lakes Colleges Association operate programs in Hong Kong, Japan, India, Costa Rica, Colombia, England, Italy, Yugoslavia and Africa. Additionally, our member colleges offer their own study abroad programs at 107 different sites. Consequently, the student at one of the Associated Colleges or Great Lakes Colleges campuses has the double opportunity of being able to study a foreign language and also to employ the use of that language in overseas study during the course of his or her undergraduate years.

With that much by way of background, let me say that the twenty-five colleges on whose behalf I speak recognize the sorry state of language instruction nationally, as cited by you, Mr. Chairman, in "the Tongue-Tied American" and by the President's Commission of Foreign Language and International Studies. We enthusiastically endorse the spirit of your proposed legislation. We fully believe in the importance of foreign language instruction both as an integral part of a liberalizing education and as a valuable asset for our nation's security and economy. We believe that the federal government has in the past made significant contributions to foreign language instruction, most particularly through the National Defense Education Act and through the Department of Education's support for foreign area and language programs. We recognize, however, along with others, that support for these programs has gradually eroded as funding has not kept pace with inflation. We believe that those programs should be well supported, particularly for such instruction in undergraduate education, but additionally we are concerned that there be support for language instruction in the elementary and secondary schools.

I will not comment further on the portion of the bill which deals with elementary and secondary education except to say that we welcome its intent and that we know full well that our instruction at the undergraduate level is immeasurably more effective when students enter college with good foreign language preparation.

My prinicpal comments will be limited to those sections which deal with foreign language instruction at the undergraduate level. In principle we think that the dual approach of providing subsidization for colleges which have achieved more than a five percent enrollment in foreign languages and for those that have adopted a foreign language requirement for graduation, is a good first step. We do have a few suggestions, however, which we think would eventually strengthen both the intent and the effect of the proposed legislation.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

One, we find that there is an inherent difficulty in counting students enrolled in foreign language programs. For most institutions, I believe it would be difficult to follow individual student enrollments. Furthermore, many students, particularly those enrolled in foreign language majors, tend to take more than one language course at a time. Would it not be better to base the legislation on course enrollment, a figure which is much more readily available to most institutions? Thus, any institution with student enrollments in foreign language courses which exceeded five percent of total course enrollments would be eligible for the support outlined under the bill.

Two, there also is a general issue of quantity versus quality in foreign language enrollments. For the most part, students completing the second year of a foreign language are not yet fully proficient in that language. One of the unintended consequences of H.R. 3231 may be to encourage colleges and universities to increase enrollments in the first and second year in order to obtain additional federal support. Course enrollments at that level could be increased without in any way strengthening third and fourth year enrollments. In my opinion, the more students who complete the third and fourth year, the more likely it is that there will be a larger population within the United States capable of controlling foreign languages. Because it is the ability of people to effectively use languages that is the desired outcome of the legislation, I would suggest that in calculating the five percent enrollment in foreign languages, enrollments in the third and fourth year be counted as one and a half times that of the first and second year. Thus, although foreign language enrollments might not total five percent in a given institution, the additional value given to the third and fourth year programs could bring it up to that five percent level. We submit that a wise policy would reward institutions more for providing the third and fouth year instruction.

Three, on the whole the legislation will reward those institutions which are already offering foreign language instruction, but it will not do very much (except by encouraging a two-year foreign language requirement) to attract students into foreign languages. The proposed rewards are more institutionally than student directed. Consequently, I think that over the long run additional steps will be necessary if foreign language enrollments are to be encouraged. One such step would be a modest student scholarship program which would encourage students to take less-commonly taught languages. A second step would be a program of direct institutional support at the undergraduate level for initiating programs in less-commonly taught languages. And a third, one which I would particularly support, would be a program of regional language centers jointly staffed by a consortium or an association of institutions. In the case of our colleges it is likely, given their size, that each college individually can support at most one less-commonly taught language and for smaller colleges, even that would be difficult. If, however, the colleges could band together to offer summer and mid-year intensive instruction at the undergraduate level in particular languages, with the students then continuing throughout the academic year with some kind of a self-instructional maintenance program, I think that we could attract more students into the less-commonly taught languages. We could also then provide study abroad programs for students to reinforce their formal instruction with experience in a host language culture.

I recognize that these final points go well beyond the initial steps which your bill would take in encouraging foreign language instruction. Our associations do not think it is necessary to add these additional programs immediately. We do want to go on record as saying that a full national effort to increase foreign enrollments should probably include them.

May I therefore return to my original comments: We are in full support of the proposed legislation. We stand ready to assist you and members of the congress in achieving the goals it so ably sets forth.

Thank you for giving me the opportunity to present this testimony.

ASSOCIATED COLLEGES OF THE MIDWEST

Beloit College, Beloit, Wis.; Carleton College, Northfield, Minn.; Coe College, Cedar Rapids, Iowa; Colorado College, Colorado Springs, Colo.; Cornell College, Mount Vernon, Iowa; Grinnell College, Grinnell, Iowa; Knox College, Galesburg, Ill.; Lake Forest College, Lake Forest, Ill,; Lawrence University, Appleton, Wis.; Macalester College, St. Paul, Minn.; Monmouth College; Monmouth, Ill.; Ripon College; Ripon, Wis., and St. Olaf College, Northfield, Minn.

GREAT LAKES COLLEGES ASSOCIATION

Albin College, Albion, Mich.; Antioch University, Yellow Springs, Ohio; Denison University, Granville, Ohio; DePauw University, Greencastle, Ind,; Earlham College,

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Richmond, Ind., Hope College Holland, Mich,; Kalamazoo College, Kalamazoo, Mich.; Kenyon College, Gambier, Ohio; Oberlin College, Oberlin, Ohio; Ohio Wesleyan University, Delaware, Ohio; Wabash College, Crawfordsville, Ind.; and The College of Wooster, Wooster, Ohio.

STATEMENT OF CHARLES B. NEFF, PRESIDENT, ASSOCIATED COLLEGES OF THE MIDWEST

Mr. NEFF. Thank you. I will try to abbreviate my testimony. I hope I do not have to abbreviate it more than I intend to.

I am glad to be here representing the Associated Colleges of the Midwest, which, as you have noted, is a consortium of 13 liberal arts colleges located primarily in the States of Illinois, Iowa, Minnesota, and Wisconsin, with an additional college in Colorado.

With the permission of its leadership, I am also speaking on behalf of the Great Lakes Colleges Administration, a similar consortium of 12 liberal arts colleges located in the States of Ohio, Michigan, and Indiana.

Collectively, these 25 liberal arts colleges have a student enrollment of approximately 40,000 and a teaching staff of about 3,000 faculty. They range in size from about 600 to 3,000.

What makes our colleges perhaps a little different from some of the others that have testified is that at times when foreign languages and international studies have declined and they have been decreasing, we have managed to hold the line pretty well. I do not think our record is by any means perfect.

But if the figure previously quoted by the chairman, Mr. Simon, is correct, that only 8 percent of the colleges and universities in the United States require a foreign language for graduation, we have 12 out of 25, or about 48 percent we calculate, doing some rather crude calculations, what we think conservatively, that about 60 percent of all of our students will graduate with 2 years of foreign language or something like its equivalent.

We also note—and I think this is a very encouraging thing—that the number of double majors, people who are majoring in economics and language or political science and language, is very definitely on the increase. I cite some of these things partly because I think we have, the colleges like ours—we are not, of course, unique; there are many more like them around the United States—but maybe it is a source that is not being tapped enough by defense and intelligence establishments, because at least a lot of people are coming out with training in a lot of exotic languages, like Marati, we have 20 students every year who spend half a year in Puna, India, but prior to that time will have studied 3 months of Marati, probably one of the few places in the country where undergraduates can study such a language.

We also have quite extensive foreign-study programs, 15 programs are operated just in the associated colleges for the association. We also have, in conjunction with the Great Lakes Colleges Association, programs in Hong Kong, Japan, India, Costa Rica, Colombia, England, Italy, Yugoslavia, and Africa. The member institutions operate foreign-study programs in about 107 different sites.

We do think that we are contributing to the national pool of resources. But we realize we have a long way to go, and we very much support the intention in the provisions of the bill, because we

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

think it will not only help institutions of our kind, but will very definitely contribute to the national need.

I will not comment on the part of the bill that deals with elementary and secondary education, except to say the obvious: that to the extent that students reach us with adequate training, it makes our job of teaching them at the undergraduate level that much better.

I will make a couple of comments on the nature of the bill itself. First of all, we think there is some difficulty, at least as the bill is currently phrased, in that counting students enrolled in the foreign-language programs, it may have been an intent, of course, to talk of course enrollments. That is a way to keep those statistics.

Furthermore, if you counted students, you run into the problem that many students, especially those majoring in foreign languages, are both registered in more than one foreign-language course in the same semester, so they should be given credit for all of the foreign languages that they are taking.

Second, we find that there is the general issue of quantity versus quality. For the most part, students completing the second year of foreign language are not fully proficient in that language. One of the unintended consequences of H.R. 3231 may be to encourage colleges and universities to increase enrollments in the first and second year in order to obtain the additional support. Course enrollments at that level could be increased without in any way strengthening third- and fourth-year enrollments.

We think perhaps that one way of dealing with this would be in calculating the 5 percent of student enrollments of foreign languages to count enrollments in the third and fourth year as 1½ times that of the first and second years, so that although an institution might not have reached 5 percent, by giving extra credit to the third and fourth year, you are also providing an institutional incentive to teach at that level.

On the whole—and someone else said this earlier—we think the legislation will tend to reward those institutions which are already offering foreign-language instruction, but it will not do very much to attract the students.

That is, it is one thing to say to an institution, "Here is $10 more because you are teaching a student at a present level or because you are teaching an exotic language," but that is not going to get students in the courses. Students are likely to come either because of interest in the language or there is some other kind of incentive.

So although we think this is a good start, we just want to mention some other things that we think, in time, should be added to the legislation in order to round out the whole picture.

One such step would be a modest student scholarship program which would encourage students to take less-commonly taught languages. A second step would be a program of direct institutional support at the undergraduate level for initiating programs in less-commonly taught languages.

And the third, which we would particularly support, would be a program of regional language centers jointly staffed by a consortium or an association of institutions. For instance, in the case of our colleges, it is likely, given their size, that each college individually can support at most one less-commonly taught language, and for smaller colleges that would be difficult.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

If, however, the colleges could band together to offer summer and mid-year intensive instruction at the undergraduate level in particular languages, with the students then continuing through the academic year with some kind of self-instructional maintenance program, I think we could attract more students into the less-commonly-taught languages. We could also then combine that with an increase in our study-abroad programs for students to reinforce their formal instructional experience in a host language culture.

I realize these final points go well beyond the initial steps which your bill would take in encouraging foreign language instruction. Our associations do not think that is necessary to add these additional programs immediately, but we do want to go on record to say that a full effort to increase foreign language enrollments should be improved.

May I go back to my original comments. We are in full support of the proposed legislation. We stand ready to assist you and Members of the Congress in achieving the goals that it so ably sets forth.

Thank you for giving me an opportunity to speak.

Mr. ERDAHL. Thank you, Dr. Neff.

Thanks to all of you for some very specific suggestions.

I have made notes of these; for example, the one about whether higher education includes junior and community college. My assumption is it certainly does, and I would assume that is Mr. Simon's intent as well.

Your suggestion about student scholarships, I think, Mr. Freitag, you raised the question about should this apply to nonpublic schools and some of the controversy that boils around that issue. We appreciate that.

We also appreciate the very important support of groups like the NEA and the AFL-CIO and the Midwest Colleges Association. I think those things are significant.

As a member of the Foreign Affairs Committee, sometime ago I met one of our—I think this was not very typical; I trust it was not—the foreign people who had been in one of the—I will not mention the country; maybe somebody could track down who it was—but had been in our country for 3 years.

I talked to him about the language. And I remember his comment was that he had not learned the language, because, "The people with whom I deal speak English," which really kind of came across to me as very arrogant. I wonder how that comes across to the nationals of those very countries, if we have the attitude of the people that we deal with, they are expected to speak English. I would trust that many people that he should have dealt with did not speak English.

I want to thank you so much again for being with us, and especially all of you for your patience, and those in the audience and some people working with the media who have survived the several interruptions.

In looking at my schedule, I see that I am 30 minutes late for being at a meeting, a national meeting of American Ukrainians. So somebody who knows how to say "I am sorry" in Ukrainian can tell me on the way out.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Thank you very much. The meeting stands adjourned.
[Whereupon, at 12:35 p.m., the subcommittee adjourned.]
[Material submitted for inclusion in the record follows:]

PREPARED TESTIMONY OF AMERICAN FEDERATION OF TEACHERS, AFL-CIO

H.R. 3231 is an appropriate and significant step in the direction of re-establishing U.S. support for programs of foreign language study at all educational levels. It is an effort to strengthen and to improve the U.S. position in the world vis-a-vis business, foreign trade and academic excellence, and to further the national security interests of our democratic government and its institutions. The American Federation of Teachers wishes to express its support for this proposed legislation and to reassert its commitment to foreign language study as a vital part of a total school curriculum.

Since the late 1960s, the nature of the political, social and economic interdependence of nations has changed drastically. As a result, the role and impact of international events on most, if not all nations of the world, have received increasing attention, particularly within the Western democracies. In the United States, for example, the Congress itself has become even more involved in decisions relating to international issues, since the early 1970s.

Greater international interdependence has significantly changed world power relationships, and the need for the U.S. to take an active and directing role in these changes has become apparent, if we are to maintain our own economic and political well-being, as well as the security of our democratic system.

Unfortunately, at a time when the urgency of greater U.S. participation is fostering international understanding, cooperation and maintenance of world peace is evident, our efforts to augment our functional knowledge and our comprehension of other cultures and languages have remained at a "static low." Public opinion on foreign policy at times demonstrates a lack of multi-cultural awareness on the part of the American people. Foreign language study provides an opportunity for a better understanding of world cultures. The public perception of the declining status of the U.S. as a world leader should and could be changed by a demonstration of federal backing for relevant and substantive model foreign language programs at all academic levels.

During the course of other testimony, you will be made aware of important and current statistics which highlight our present deplorable situation with respect to foreign language study in our schools. This data and testimony will serve to reconfirm the observations and conclusions of the Report of the President's Commission on Foreign Language and International Studies, released in November 1979. As a matter of fact, organized labor and the education communities at-large, and the language teaching community in particular have recognized and have spoken up about these deficiencies for several years now. H.R. 3231 gives the Congress the opportunity to officially recognize the problem, to present and promote a plan of action and to provide the necessary funds to ameliorate the situation.

Of course, it is true that there is tremendous concern both in Congress and in the White House about increased federal spending. But there are ways that with limited government spending and a concentration on the most effective method of allocating that spending, significant results can be achieved at a low per-pupil cost. H.R. 3231, by providing financial grants at all levels of instruction, will reach a large number of students, will promote improved and expanded foreign language training and will do so at a relatively low cost.

While registering our support for passage of H.R. 3231, we would also point out our concern in one particular area.

In the language of the bill itself, the purpose of Section 2 is to provide funds for the "improvement and expansion of foreign language study for students residing within their school districts." However, if improvement and expansion are to occur, it is imperative that monies ultimately granted to the local education agencies be used not to supplant funds already being allocated to foreign language instruction, but to supplement existing funds so that programs will get better and so that enrollment will increase. We would be glad to provide the Committee with the language that we feel would address that concern. It could best be included either in Section 1 or in Section 5.

Finally, we would like the Committee to consider the following brief points as relevant to the effective implementation of H.R. 3231.

While support of higher education programs is needed, it is the K-12 students who represent a true cross-section of the population and it is to this larger, significant cross-section that funds should be directed. We feel that a larger portion of the

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

allocation of H.R. 3231 should be dedicated to secondary programs in Section 2 of this legislation.

In order to motivate and to create respect for the study of language, it would seem that a larger proportion of the entire teaching population should be considered. It would be useful and appropriate to offer language training services for teachers for personal or professional use, in conjunction with ongoing teacher training programs, international exchange and professional exchange programs. This would encourage teacher interest that would ultimately transfer to student interest.

For the benefit of greater effective program continuity, articulation between secondary and higher education institutions should be encouraged. This would ensure that federal funds spent would have a longer term effect on the development of foreign language proficiency.

For the purpose of clarity, there should be some suggestions as to what factors might be considered as elements of "model" programs, so that state and local education agencies would have some idea of federal intent.

We are also submitting to the subcommittee a copy of the AFT's resolution on "Foreign Languages and International Studies."

Thank you for the opportunity to present our ideas and suggestions in regard to this proposed legislation. We would be pleased to answer any further questions that you may have.

EDUCATIONAL ISSUES I

FOREIGN LANGUAGES AND INTERNATIONAL STUDIES

Whereas, recent events on the domestic and international scene have dramatized the increasing number of problems Americans face in coping with international developments and the impact of these events on domestic issues, and

Whereas, the report of the President's Commission on Foreign Languages and international studies, significantly entitled *Strength Through Wisdom:* a critique of U.S. capability, refers to America's incompetence in foreign languages as "nothing short of scandalous". and further states that "nothing less is at issue than the nation's security," and

Whereas, there has been a dramatic decline in the study of foreign languages in this country and a disproportionate reduction in the number of foreign language teachers as compared to other disciplines during the past ten years, and

Whereas, the overwhelming majority of the world's population neither understands nor speaks English, and

Whereas, the United States must develop a first class apparatus to cope with this fact in business, industry, trade, politics, scientific research and general communication, and

Whereas, the loss of jobs requiring foreign language skills to non-citizens has been significant because leaders in politics, industry and commerce have found it increasingly difficult to recruit qualified American citizens, and

Whereas, present and future generations of Americans should be given the opportunity to develop to the fullest extent possible their intellectual and communications capacities in all areas of knowledge pertaining to other countries, languages, peoples and cultures, and to reinforce basic communications skills of listening, speaking, reading, and writing, and

Whereas, a concentration on language and international studies can help to improve the quality of our school's curricula by addressing the public's demand for rigor and competency and by exposing young people and future citizens to our basic values of democracy and human rights;

Resolved, that the AFT support legislation that would:

1. Offer federal assistance to school systems to help build and maintain language instruction and international studies programs.

2. Support the expansion of teacher exchange programs that would allow both language teachers and other teachers to study and teach abroad.

3. Provide specific support for the education of American workers in world affairs.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

NATIONAL SECURITY AND ECONOMIC GROWTH THROUGH FOREIGN LANGUAGE IMPROVEMENT

FRIDAY, SEPTEMBER 25, 1981

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON POSTSECONDARY EDUCATION,
COMMITTEE ON EDUCATION AND LABOR,
New Haven, Conn.

The subcommittee met, pursuant to notice, in Lyman Auditorium of Southern Connecticut State College, at 10 a.m., Hon. Paul Simon (chairman of the subcommittee) presiding.

Members present: Representatives Simon, Coleman, and DeNardis.

Staff present: Marilyn McAdam, staff assistant; and Jennifer Vance, minority senior legislative associate.

Mr. SIMON. The Subcommittee on Postsecondary Education will come to order.

The Subcommittee on Postsecondary Education is delighted to be in New Haven, Conn., today for this hearing.

[Opening statement of Congressman Paul Simon follows:]

OPENING STATEMENT OF HON. PAUL SIMON, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF ILLINOIS

Today we will be discussing a little known but very real threat to our national security and our economic health. It is a nationwide-wide shortage that hasn't received as much publicity as our energy situation but, similarly, it hurts our economy and affects our ability to function in today's world.

The shortage I am talking about is our national deficiency in foreign language skills. Fewer than 4 percent of our public high school graduates have more than two years of foreign language study, and I might add this has declined. We are the only country where someone can graduate from college, even get a Ph. D., without having a single year of instruction in a foreign language.

As a result of this language shortage, we are losing potential markets and potential diplomatic friends at a time when we need them most. We compete with the Soviet Union for influence with developing nations; and we compete with Japan, Germany and the major exporting nations for markets all over the globe. But because of our language deficiencies we are going to bat against these countries with one hand tied behind our back.

During the subcommittee's recent trip to the Soviet Union and West Germany, our delegation relied almost exclusively on the translation and interpretations of the Soviets to conduct high level policy discussions. We rarely enjoyed the services of a U.S. interpreter.

The Department of Defense has more than 488,000 active duty military personnel stationed overseas, but only 314 persons, less than one-tenth on one percent, were classified by the military as linguists last year.

Admiral Bobby Inman, Deputy Director of the C.I.A., told our subcommittee in July that deteriorating U.S. language capabilities "are presenting a major hazard to our national security".

84-188 O—81——12

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Our schools are not turning out graduates proficient in the languages of developing nations, and the Federal Government is not doing enough to encourage schools to offer comprehensive language programs.

The bill that is the focus of these hearings, H.R. 3231, would help elementary and secondary school districts to establish model foreign language programs and would provide foreign language grants to colleges and universities.

Today, and on October 5, in Raleigh, North Carolina, we will be hearing from representatives of the academic community and international business experts on this vital topic. It is my hope that their testimony will awaken Americans to our real security needs.

Mr. SIMON. We now will go to the second portion of our testimony here today and that is on the foreign language area. Today we will be discussing a little known but very real threat to our national security and our economic health. It is a nationwide shortage that hasn't received as much publicity as our energy situation but, similarly, it hurts our economy and affects our ability to function in today's world.

The shortage I am talking about is our national deficiency in foreign language skills. Fewer than 4 percent of our public high school graduates have more than 2 years of foreign language study, and I might add this has declined. We are the only country where someone can graduate from college, even get a Ph. D., without having a single year of instruction in a foreign language.

As a result of this language shortage, we are losing potential markets and potential diplomatic friends at a time when we need them most. We compete with the Soviet Union for influence with developing nations; and we compete with Japan, Germany, and the major exporting nations for all markets all over the globe. But because of our language deficiencies we are going to bat against these countries with one hand tied behind our back.

During the subcommittee's recent trip to the Soviet Union and West Germany, our delegation relied almost exclusively on the translation and interpretations of the Soviets to conduct high level policy discussions. We rarely enjoyed the services of a U.S. interpreter.

The Department of Defense has more than 488,000 active duty military personnel stationed overseas, but only 314 persons, less than one-tenth of 1 percent, were classified by the military as linguists last year.

Admiral Bobby Inman, Deputy Director of the CIA, told our subcommittee in July that deteriorating U.S. language capabilities "are presenting a major hazard to our national security."

Our schools are not turning out graduates proficient in the languages of developing nations, and the Federal Government is not doing enough to encourage schools to offer comprehensive language programs.

The bill that is the focus of these hearings, H.R. 3231, would help elementary and secondary school districts to establish model foreign language programs and would provide foreign language grants to colleges and universities.

Today we will be hearing from representatives of the academic community an international business experts on this vital topic. It is my hope that their testimony will awaken Americans to our real security needs.

Our first witness today is Mr. William M. Derrick, who is a pioneer in the immersion system. It is a pleasure to welcome

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

William Derrick, who is associated with St. John's School in Plattsburgh, N.Y., but who is a national figure in the foreign language field who has been pioneering in the field of immersion, which is much more on the scene in Canada and some other countries than it is in the United States, but through Mr. Derrick's leadership may become much more a part of the scene here.

We will enter your full statement in the record and if you can summarize your statement here today that would be appreciated.

STATEMENT OF WILLIAM DERRICK, EARLY LANGUAGE IMMERSION TEACHER, ST. JOHN'S SCHOOL, PLATTSBURGH, N.Y.

Mr. DERRICK. First I would like to express the customary appreciation for the opportunity to be here and my statement does carry the message that I wish to put across to your committee.

As much as possible, rather than talk about language immersion, I had in mind today, if I can get enough of you over there to play a game with me, to demonstrate it to you, I would like to do that. Do any of you speak German on that side of the table?

Mr. SIMON. I speak a little.

Mr. DERRICK. Then that might make you an unfair contestant in my little game.

I have to come across the table, and since there are not many people here to listen to me, I have not spoken German for about 18 years but I would like to do this because it does demonstrate the efficacy of the whole concept, if that is agreeable with you.

Mr. SIMON. This is agreeable and I do not know how we are going to work this out with the record. We will have to adjust the record.

Mr. DERRICK. If you can imagine that I am a lovely young woman teaching kindergarten and you are kindergarten students, and since I use the familiar form of German better than I do this formal form, I will treat you as kindergarten students and speak to you in the informal fashion, if that is agreeable.

Mr. SIMON. Our colleagues are returning shortly but we will tell them about this.

[Mr. Derrick then gave a demonstration of the applicability of certain German words to objects which he held in his hand.]

Mr. DERRICK. That is a demonstration. That is having the teachers come into the classroom each day, introducing one little variation or a larger or different variation on the theme, and every day the kids pick it up and sooner or later they are understanding all of the things that they say.

The teacher is not teaching the language, the teacher is teaching about yellow round forms, triangles, and squares and she is teaching the subject matter, which happens to be speaking a different language. That is the only difference. You are learning in the language about things, about letters, and about history and about numbers, and you are not learning the language.

That is the essential, key part of early language immersion.

I would like to read one paragraph and this is on page 5 of my statement.

Since ELI is both subtle and sophisticated, it is difficult for even the most imaginative to grasp. Seeing is believing, as Chairman Simon can attest after visiting ELI classes in Silver Spring, Md.,

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Four Corners Elementary School. Therefore, I will depart from the usual format to make an ELI demonstration as the main part of my 5-minute presentation.

I think the most revealing testimony comes from the kids, from those who received the instruction in this way.

In Silver Spring a young person was asked what she liked best about French immersion and she seemed unmindful of French, and her answer was, "math and science," and no reference to learning a language.

I would be happy to receive questions if you have them and I am sorry that I introduced myself as a good-looking kindergarten teacher and that you have to remember, too, teacher is smiling and having a good time and the language she used becomes unimportant.

[The prepared statement of William M. Derrick follows:]

PREPARED STATEMENT OF WILLIAM M. DERRICK, TEACHER AND CONSULTANT ON EARLY LANGUAGE IMMERSION

First, Mr. Chairman and other members of the subcommittee, I wish to express thanks on behalf of all practitioners of elementary language instruction for this opportunity to present information on the nationally neglected sphere of elementary language learning. As an informal spokesperson for my colleagues, I wish also to express appreciation to you, Mr. Simon, as chairman, and to your other insightful Congressional colleagues, for the leadership exerted via the Presidential Commission, the fine statement of our national linguistic inadequacy in "The Tongue Tied American," and the sponsorship of H.R. 3231.

The deterioratiated state of American language learning and its negative impact on our business, diplomatic, military and academic affairs has already been well documented before this subcommittee and elsewhere. I wish to present the strongest possible thrust for American foreign language competence and leave you with a sense of renewed optimism. My comments will be directed to elementary school language learning programs with specific emphasis on Early Language Immersion (ELI).

I am an elementary teacher who went to Germany in 1954 to teach American military children in English. As a monolingual Nebraskan, living abroad was a mind boggling experience which broadened cultural perspectives and provided an opportunity to learn, with great difficulty, a first foreign language. Upon returning to the USA for graduate work in 1963, I entered university administration where possibilities to support existing international study programs and to initiate new ones existed. At the State University of New York at Albany (SUNYA) I organized and conducted an innovative nine (9) week program of intensive summer language learning for entering freshmen. In 1969, the program total cost was $750 for France, Germany, Italy, Spain, and Portugal, while the Canadian (Quebec) and Puerto Rican components were $500 per student—quite a contrast to costs today! In 1976 at SUNY/Plattsburgh, I started the French Language Immersion Program for pupils in the campus laboratory school. This experience brought me into contact with the several other U.S. immersion programs as well as the extensive practice and research of ELI in Canada, only 25 miles from Plattsburgh. In the last four years, I have acted as a coordinator of U.S. ELI practitioners. It is as a spokesperson for our small group of ELI "converts" that I make this statement today.

In keeping with format suggested by you, Mr. Chairman, my first remarks focus on language learning shortfall in a theoretically ideal setting. For nine years in the dependent schools, I observed in my elementary classroom well trained teachers enthusiastically teaching their mother tongue 30 minutes per day for five days each week. The instruction was a typical Foreign Language in elementary School (FLES) format commonly practiced in the U.S. at that time. In spite of the efforts of gifted native speakers, FLES programs were not making bilinguals of our children. The only students who learned more German in school were those who lived outside the American housing area (ghetto) and played with non-English speaking children.

It should be noted that as dependent schools faced budget constraints, policy decisions were made to reduce operational costs by eliminating or reducing elementary language instruction. This decision making was based on pragmatic and cultural values, i.e., the FLES programs did not produce adequate results and foreign language study was one of the unnecessary frills.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

The shortfall of American high school and college language teaching is already well documented and needs no further illustration here. My specific concern is to follow-up the frequent recommendations of Presidential Commission members, such as Hechinger, Rassias and Reischauer, who urged that language learning begin as early as possible in elementary schools.

Second, the national interest in strategic and economic benefits of able bilinguals in abundance in our society is inestimable. We have the ability to prepare in public as well as private schools large numbers of graduates of various abilities ready to function fully in two languages. The strategic and economic impact of having many such students entering our academic, diplomatic, military, and business communities is awesome to contemplate. In testimony before this Subcommittee last July 15 and 16, it was stated that a 44 week government language course costs $10,000. Rough calculations for salary and additional living or moving expenses make the real cost more like $30,000 to our government. My confident contention today is that we can prepare functionally bilingual high school graduates at no added cost and with great enhancement of our public school system. This can and is being done on a miniscule scale in language immersion classrooms in several elementary schools of various social characteristics across our country. In these schools they are practicing what was recommended during the Presidential Commission deliberations. The general agreement that it is easier to acquire language at an early age is patently ignored in our national priorities and practice. I see this state of affairs as a tragic miscalibration between the successful scientific experience (research) and the impression that Americans are poor learners of other languages. Further, it is a sad commentary on our ability as a society to put into practice what we can demonstrate as beneficial and "do-able" at little or no additional cost.

The legislation under consideration here today would provide support through state departments of education to pilot school programs. Such fiscal support would negate the most common reason for not sponsoring new programs. It would make possible the initiation of ELI and other elementary programs across our country. Such elementary program development and demonstration is needed to regain linguistic confidence and to begin the real business of educating young Americans to accent-free foreign language competence.

Since ELI is both subtle and sophisticated, it is difficult for even the most imaginative to grasp. Seeing is believing as Chairman Simon can attest after visiting ELI classes in Silver Spring, Maryland, Four Corners Elementary School. Therefore, I will depart from the usual format to make an ELI demonstration as the main part of my five minute presentation.

[Demonstration.]

The novel concept of ELI presents startling contrasts and reliable outcomes which force us to rethink our customary approaches to language learning or teaching. First, in ELI programs, the second (new) language becomes the MEDIUM of instruction and is not the OBJECT of instruction. French, Polish, or whatever language of interest or value in the local community becomes the language of instruction for the first three years (K-2). In order for a new kindergarten pupil to have fun with the other kids or with the friendly lady or man (teacher) who presents all the interesting games, stories, and fingerpaint, it becomes necessary to listen more carefully and to catch on to what is said in place of "red ball," "make a circle," "it's time for our snacks," or "who wants to change the calendar?" This method confirms the feelings of many adults who know they never achieved effective use of another language until or unless their job or travel made it a useful and essential means of communication.

This practice may seem more than novel or innovative. It may seem radical and revolutionary. A privileged few in America have always had their chances of boarding schools abroad, junior years abroad, etc. The originators of the immersion methods in Canada are actually U.S. citizens, Lambert and Tucker, who happened to be professors and researchers in a Canadian setting where language competence is a salient feature of daily life. They see immersion as a new development in American education.

The immersion is widely practiced across Canada. The English population has institutionalized second language learning in locally relevant languages, e.g., German and Ukranian in Alberta Province or French and Hebrew in sections of Montreal.

The extensive research conducted over a 15 year period in Canada reveals that children educated for the first three years exclusively in some other language, who are then given formal English (i.e., their only home language) instruction on an increasing scale (80 percent French/20 percent English at grade three; 60 percent/40 percent grades four and five; and 50 percent/50 percent in sixth grade) develop firm competencies in both English and French). They may be tested in either

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

language on math, science, or social studies with results that are always as good if not better then matched groups of students whose training was conducted exclusively in English. Psychometric testing further exclusively finds that the ELI bilingual students achieve higher levels of linguistic flexibility and ideational fluency. This means that they use words in each of their languages with greater ease and skill than the monolingually educated children do. The U.S. results, although not as mature since we started later, are equally reassuring from across our country about achievement in the early school years. For instance, in Milwaukee where 40 percent of the enrollment must be inner-city "disadvantaged" children, their standardized testing is most convincing. It shows that children in the Multi Language School (now offering ELI in French, German, and Spanish) score reassuringly higher. (See Mr. Grittner's letter to Wallace Lambert, Appendix I.)

ELI has great potential. It is no longer experimental, costs no more than regular classrooms, enhances English achievement, puts in place for life a second language capability and adds a whole new dimension of personal growth and power for our young people. It offers students a new linguistic skill which can have direct application in further study or work and provides the basis for easier acquisition of a third language when required by vocational needs. The concept is effective but not well known. It needs the pilot program exposure that HR 3231 would provide.

In conclusion, a comment from "Education, USA", December 1, 1980, about Four Corners' program makes the best illustration of ELI's efficacy and practicality. When a student was asked what she liked best about the French program, she seemed unmindful of French. "Math and science," she replied.

Appendix: Since ELI is not well known in the U.S., several letters are presented by persons who are acquainted with the concept and its application.

APPENDICES

Letters from:
A. Beverly and Gary Cross, parents;
B. Melissa W. Davis, parent;
C. Carole and Robert Harsh, parents;
D. Helene Z. Loew, language educator;
E. W. R. McGillivray, language program administrator;
F. G. Richard Tucker, linguistic researcher;
G. Ronald B. Stafford, New York State Senator;
H. Dale Nitzschke, university administrator;
I. Frank M. Grittner, language program administrator;
J. Paul Simon, U.S. Congressman;
K. Thomas M. Hines, language professor;
L. S. Frederick Starr, university administrator.

PLATTSBURGH, N.Y., *September 23, 1981.*

To Whom It May Concern:

Our two children are presently enrolled in an innovative language program called FLIP—the French Language Immersion Program—which was developed here at State University College at Plattsburgh's Campus School. My nine year old daughter, Mandy, began the program at age 5 and my son, Brian, began at the nursery level (age 4) last year. From the first day of involvement, all communication and instruction are done as in any American classroom except French, rather than English, is used with the children throughout the school day.

The program itself is so fantastic—people are repeatedly amazed and intimidated by the talents demonstrated by these children enrolled in the program. Without question these children are bilingual. People who have studied French as a language for several years are perplexed to see a six or seven year old child have a command of the language that they as yet have been unable to achieve.

Most of the experiences I have had as a parent have been with Mandy. Plattsburgh's geographic location has provided an interesting setting for many experiences—it started with her eavesdropping in shopping centers on conversations between Montreal/Quebecois shoppers. One day I came home from work to find Mandy at a new neighbor's house—when I went to retrieve her for supper I found this lady was originally from Paris—she was delighted to find someone, even a child, to speak with. I had a hard time explaining that Mandy had never been in France. Many delightful conversations have since taken place to the satisfaction to both.

My brother-in-law and sister-in-law have a marina on Lake Champlain and many of their customers are from the Montreal area. On several occasions my children have spent afternoons on the beach happily playing and swimming with Quebecois

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

children unable to speak a word of English. Different times her Uncle George has scooped Mandy up into conversations with Canadian customers to help translate what his limited vocabulary could not.

The interesting aspect of these experiences is that the Canadian French is a dialect or a version of the language learned by these children. Our children in speaking with Canadian children must in turn adapt their knowledge of Parisian French to the Canadian vocabulary and pronunciation.

Mandy, as a 3rd grade student last year, for the first time received instruction via English, for approximately one hour each day. At the end of the school year she took the Metropolitan Achievement Test and scored well above her grade level: Reading, grade equivalent—7.4, 90th percentile, 8th stanine; Math, grade equivalent—5.5, 84th percentile, 7th stanine; Language, grade equivalent—5.1, 71st percentile, 3th stanine. Her basic battery was—grade equivalent 6.0, 86th percentile, 7th stanine.

In February last year she and her classmates participated in an exchange program with the Notre Dame de Pitie in Quebec City. The children went for a week and stayed with individual host families and participated in their daily school program and went on several field trips with their hosting children. They in turn came to Plattsburgh for a week and stayed with us. Our children found that the families they stayed with spoke absolutely no English so therefore everything said was said in French/Quebecois. It was hilarious to find my daughter upon returning speaking to me in French about events that took place and not remembering which language she was speaking in—she knows I speak narry a word of French. I was one of the parents that drove to Montreal to meet the kids at the train station and believe me all the kids were doing just this same thing.

When our turn came to host a child, I soon learned what it was like to care for a child and not be able to communicate with her. Mandy was constantly on call for that entire week because our guest really did not speak a word of English. Our son Brian, who then was only in the program about six months decided that he could use his French too—and proceeded to count to oblivion with her whenever a free moment occurred during the day. It was a beautiful experience and much growing took place during that exchange and we are looking to doing it again this spring.

Unfortunately for us, our program here at Plattsburgh is ending with this school year. Budget cuts in New York State are affecting all of us and the entire campus school program will close in June 1982.

The opportunities and talents developed within these children have been given to these children and will stay with them—this gift of language cannot be taken away. I am envious of and in awe of the implications and choices available to them as adults. The education system in this country and all its short-comings has been under fire for the past three decades. Parents feel that their children's needs are not being met and when graduating from high school are not ready for the commercial/professional/collegiate world. The ease with which this program was developed and implemented and its all too obvious results (without even allowing for any long-term implications) are astounding. This is the way to educate. There is no question of its validity.

Sincerely,

GARY W. CROSS.
BEVERLY B. CROSS.

WORDHAMS, N.Y., *September 19, 1981.*

To Whom It May Concern:

I am a firm advocate of early foreign language immersion exemplified by the Campus School model (FLIP, Margaret M. Sibley School of Educational Research and Development, SUNY at Plattsburgh) as the most efficient and natural way to achieve second language proficiency. As a graduate of Georgetown University's School of Languages and Linguistics with a degree in Applied Linguistics and graduate work in Theoretical Linguistics, I have more than a passing interest in language acquisition. I suppose I can be accused of using my children as "native informants" in my field work, but the results have been positive and are worth reviewing.

My nine year-old began his schooling in the French Language Immersion Program at five years old, and my seven and five year-olds began at four. The older two are functionally bilingual, that is, they could survive handily in a French-speaking environment making themselves understood and understanding others. They read French and English; they initiate conversations in French and respond in that language spontaneously. The youngest has only had one year of half-days and

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

cannot converse in French, although she has a large working vocabulary including numbers, letters, and the names for the trappings of her daily life.

I would estimate that the rate of second language acquisition mirrors that of my children's primary language acquisition, but that their level is three years behind that of their French peers.

The argument is sometimes proferred that foreign language immersion is not suitable for all children and no doubt there are statistics to support this. I would guess that few children fail to learn their native language and those few generally have diagnosable disabilities. I suggest that most children can easily acquire a second language in this natural way. My two bilingual children are as different in temperament, docility and personality as hand-picked laboratory test animals. Yet both are phonetically and grammatically at home with a language that will always be foreign to me—and I have studied it for years, in high school and college, in the United States, France and Switzerland.

Not one of my children, or the others who have commuted forty miles each way with us, has shown any resistance to the introduction of arithmetic, reading, science or dodge ball in another language. An individual's range of acceptance is a lot broader at four than at fourteen. Comprehension dawns incredibly early in the first year and is clearly observable in the classroom.

I cannot attest to the durability of this early learning as my native informants are still so closely allied with it. But I have had the satisfaction of watching my oldest child continue to read and speak French although he has not been in the program for a year. My own conclusion is that just as you don't lose your first language as long as it continues to represent an effective means of communication, so you will not lose any other in which you are comfortable.

Sincerely,

MELISSA W. DAVIS.

ELIZABETHTOWN SOCIAL CENTER, INC.,
Elizabethtown, N.Y., September 17, 1981.

To Whom It May Concern:

Our seven-year-old son, Aaron, is now in second grade at the Campus School in Plattsburgh. During the summer while on a phone conversation with his grandparents, he began answering their questions in French. Not long ago, when I went to check on him in the night, he began talking in his sleep—in French. Having completed two years of the FLIP (French Language Immersion Program) at Campus School, Aaron and his classmates can carry on intelligent conversations in their second language. Their accents are very good and they speak and understand French easily.

When compared with traditional methods of language instruction which allot an isolated 45 minutes to an hour of each day to "teaching a foreign language", the FLIP method has all the advantages. Children hear only French while in class—all day, five days each week. They learn their second language as they learned their first, by imitation and repetition, by seeing the objects referred to, by watching explanatory gestures, and by songs and games. Instead of learning a list of vocabulary words, they learn phrases and soon sentences—by hearing the language. They learn correct pronunciation and grammatical structures by imitating and repeating what they hear. The children learn to read first in their second language and reading skills for many children transfer easily back to English. Aaron has not had any classroom instruction in reading English but reads easily on the same level with or better than his contemporaries in English-speaking schools.

As parents, we are delighted with the FLIP experience and are hopeful that Aaron's younger sister will also have the opportunity to participate in FLIP when she begins school next year.

Sincerely,

CAROLE AND ROBERT HARSH.

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES,
STATE EDUCATION DEPARTMENT,
Albany, N.Y., September 18, 1981.

Dr. WILLIAM DERRICK,
Peru, N.Y.

DEAR BILL: I write to you in support of your efforts to promote Early Language Immersion Programs (ELI).

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

As you are aware, my personal enthusiasm for ELI began with that initial visit to the Campus School at Plattsburgh in 1977 and grew as I observed the Four Corners Elementary School (Md), Milwaukee City Schools, San Diego and Halliston (Mass). Then I was an Associate in the Bureau of Foreign Languages Education in the New York State Education Department. Today, I am Supervisor of the Resource Allocation Plan, a priority program established by the Board of Regents to coordinate the delivery of Department services and resources leading to the improvement of pupil performance in the basic skills. ELI is an excellent example of how a school can reallocate its shrinking resources and double its dollar at the same time; the efficient use of learning time in offering content and skills in another language. Research has shown that children who have learned a second language do demonstrate added competence in English or native language communication skills.

As a language educator and Chairman of the 1981 Northeast Conference on the Teaching of Foreign Languages, I heartily endorse the passage of H.R. 3231 and especially any provision thereof which supports the early language immersion approach.

My best wishes to you in your testimony at the Hartford hearings on the Simon bill.

Cordially,

HELENE Z. LOEW,
1981 Conference Chairman.

THE CARELTON BOARD OF EDUCATION,
Nepean, Ontario, September 9, 1981.

Mr. WILLIAM DERRICK,
St. John's Central School,
Plattsburgh, N.Y.

DEAR BILL: I received your letter of August 31 today, and I hasten to answer. I attach my opinions on Language Immersion as a Method of teaching a second language and a brief *curriculum vitae.* I hope that they arrive in time and that they will be useful.

Sincerely,

W. R. MCGILLIVRAY,
Superintendent of Program.

[Extract selected from Mr. McGillivray's report: "In 1981-82 this board (school district) has over 6,000 pupils in French Immersion from kindergarten to grade 11. Since 1978, approximately 40% of kindergarten children have been enrolled in the immersion program. * * * Parents are interested when they understand the benefits for their children, both vocational and educational. In fact, in Canada, parents, not educators, started immersion and have forced its expansion. * * * As one who has watched the development of ELI and seen its phenomenal success, I must admit to being completely convinced that it is the best way, in a school setting, to teach and learn a second language. The immersion principle, that learning in a second language is more effective than simply learning a second language, is supported by so much evidence, that it is unassailable. * * * Perhaps because we Canadians have always turned to Americans for our models in so many educational innovations, I offer, in return, the experience and expertise of Canadian educators to advise and assist in the establishment of immersion if it becomes a widely used appraoch to foreign language teaching."]

CENTER FOR APPLIED LINGUISTICS,
Washington, D.C., September 8, 1981.

Mr. WILLIAM DERRICK,
St. Johns Central School,
Plattsburgh, N.Y.

DEAR BILL: I enclose, for your information, a copy of a statement which Tracy Gray and I prepared for the transition team leading to the formation of the then-new Department of Education concerning language education issues. In it, we stress the importance of encouraging a variety of approaches to innovative language education for all children so that each youngster attending school in the United States will have the opportunity to become bilingual. In some cases, this would take the form of adding a second language to English the mother tongue; while in other cases, this would take the form of sustaining or nurturing the mother tongue and adding a solid foundation in English as well.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Inasmuch as we have prepared this statement some time ago, I offer it to you for use in any way that seems appropriate to buttress the arguments that you would like to make. In addition, I enclose a copy of testimony by Tracy C. Gray, Director of our Office of Language and Public Policy, at an earlier version of Paul Simon's hearings. I hope the views are complementary.

Lastly, as your requested I enclose a recent copy of my CV. I certainly do encourage and support your efforts on behalf of early language immersion. With best regards.

Sincerely yours,

G. RICHARD TUCKER, *Director.*

THE SENATE, STATE OF NEW YORK,
Albany, September 4, 1981.

Dr. WILLIAM DERRICK,
Peru, N.Y.

DEAR BILL: As you know, Jan and I have been very interested in having our children enjoy the opportunity of an early language immersion program. You are, indeed, to be commended for the program which you established at the Campus School at the State University College of Plattsburgh.

This program has provided an excellent alternative for students in our area. Everyone I talk with including parents, professionals, students, who have come in contract with the program have praised your work and the results of the program.

Looking at the program from an economic standpoint, must also be considered. In areas like Upstate New York, anyone who can speak, for instance, French has a leg up as far as employment opportunities are concerned. When we have citizens who can speak this language, it improves our image and makes people from other countries want to shop and contribute to our economy.

Also, of course, as we have discussed, it does not cost more to have an early-grade program in another language. In that way, the young student learns a language and, when he is older, is fluent in that particular discipline. Then, we are not having the increased cost of another language being taught at the secondary level or, as a matter of fact, at the post high school level, which is very expensive.

I am, of course, just writing as a citizen who would like to see these programs continued and increased. We in America should be very proud of our country, and I know you and I are. However, I always feel very ignorant when I am in another country or another continent and only speak English—I can't be more frank than that. As a matter of fact, on September 20, 1981, I will be appearing as one of the five delegates from Lake Placid before the International Olympic Congress. My only language is English, and it is just so unfortunate that many of us did not learn French, Spanish or some other language when we were in our early years.

Frankly, I think this is also very good for world understanding and appreciation. As you know, this is one of my main priorities, and I've so stated it publicly and to all of those who will listen.

You may rest assured of my continued, utmost support and cooperation in any way to make sure that we are able to provide these opportunities to the youth of our state and nation.

Most sincerely,

RONALD B. STAFFORD.

UNIVERSITY OF NEVADA, LAS VEGAS,
Las Vegas, Nev., September 3, 1981.

Dr. WILLIAM DERRICK,
Peru, N.Y.

DEAR DR. DERRICK: I was most pleased to learn that you will have an opportunity to testify before the Subcommittee hearing testimony on the language questions and H.R. 3231. I know firsthand of your long and distinguished career in furthering this country's ability to be competitive through the essential acquisition of language learnings. Your efforts in initiating programs in Early Language Immersion (ELI) are the most significant in terms of the potential impact toward improving this nation's ability to survive and perhaps even, once again, excel!

As you know, we have requested your assistance here at UNLV in our efforts to establish a National Center for the Study of Early Language Immersion. In addition, and again with your support, we are forging ahead toward implementation of a foreign language requirement for all students entering UNLV.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

We have an internationally known College of Hotel Administration at UNLV. You would be amazed at how our students, who major in this area and who have a foreign language competency, are sought after. They are the prime candidates of the best and highest paying positions.

I sincerely hope you and your colleagues are successful in your attempts to convince our legislators how critical our needs are in this regard. I feel as though "Sputnik" paled by comparison!

Sincerely,

DALE NITZSCHKE,
Vice President for Academic Affairs.

THE STATE OF WISCONSIN,
DEPARTMENT OF PUBLIC INSTRUCTION,
Madison, Wis., August 25, 1981.

WALLACE LAMBERT,
Professor, Department of Psychology, McGill University,
Montreal, PQ, Canada.

DEAR WALLY: I have not forgotten your small request. I have been holding off pending a visit to the Milwaukee Immersion Program to get some more formal updated information. Since I have had to postpone my trip to Milwaukee, I will send you the information as I now have it. These scores reflect children who were taught only in the foreign language for three years. It is an immersion program aimed at producing desegregation. Therefore, 40 percent of the students are black. Very few of the students are German ethnics. When I have some better data, I will send you an update.

Hope all is going well. Hope to see you again soon.

Sincerely,

FRANK M. GRITTNER, *Supervisor,*
Second Language Education.

Enclosure.

MILWAUKEE—THIRD GRADERS IN THE GERMAN IMMERSION SCHOOL

[Appears below as 68th Street School]

METROPOLITAN ACHIEVEMENT TEST SCORES, 1978

Reading Scores [In Percent]

	High	Average	Low
United States	23	54	23
Milwaukee	15	55	30
68th Street School	38	62	0

Summary: 100% in average to above range.

Mathematics Scores [In Percent]

	High	Average	Low
United States	23	54	23
Milwaukee	16	55	29
68th Street School	15	77	8

Summary: 92% in average to above range; 71% Milwaukee; 77% U.S. norms group.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

CONGRESS OF THE UNITED STATES,
HOUSE OF REPRESENTATIVES,
Washington, D.C., July 6, 1979.

WILLIAM M. DERRICK,
Director, Comprehensive Educational Center,
State University College,
Plattsburgh, N.Y.

DEAR BILL: Thanks for sending me the article on early immersion success. I think it is assumed by both the profession and those outside, but it is good to have solid evidence.

My best wishes.

Cordially,

PAUL SIMON,
U.S. Congressman.

THE UNIVERSITY OF ALABAMA IN BIRMINGHAM,
Birmingham, Ala., January 17, 1979.

Prof. WILLIAM DERRICK,
Director, Comprehensive Educational Center,
State University of New York,
Plattsburgh, N.Y.

DEAR PROFESSOR DERRICK: Please accept my belated but sincere thanks for the offprints you forwarded to me in response to my article in The Chronicle. The reaction to my essay has been, for the most part, very gratifying. Your total immersion program, based in part on the Canadian model, would be the ideal solution to monolingualism—but, as you also point out, local school boards are very reluctant to support continuous language instruction in the elementary schools. In Alabama, languages are now being dropped from high-school curricula under the guise of financial pragmatism. It defies even the most cost-conscious imagination. One of the reasons why I wrote the article!

In spite of it all, I remain (relatively) optimistic and will continue to man the barricades against parochialism in linguistic matters.

Cordially,

THOMAS M. HINES,
Assistant Professor of French.

THE WILSON CENTER,
KENNAN INSTITUTE FOR ADVANCED RUSSIAN STUDIES,
Washington, D.C., June 12, 1978.

Mr. WILLIAM M. DERRICK,
Comprehensive Educational Center,
State University of New York,
Plattsburgh, N.Y.

DEAR MR. DERRICK: I am most grateful for your thoughtful letter on immersion language learning. It is incomprehensible to me that an approach of the sort that you describe has not been universally accepted here, although I suspect we will eventually be forced to recognize its value. I have written an essay on a related theme that will appear in the Georgetown University volume on language studies that James Alatis is editing. My main thesis in that essay is that we might do well to establish a few special International High Schools within large city school systems, where the most intensive teaching would be provided to high school students, to be coordinated with similar programs at the grade school level. I only hope that our mutual efforts are not rejected as naive and utopian!

With all best wishes,

Your sincerely,

S. FREDERICK STARR, *Secretary.*

[Mr. Starr was the keynote speaker of the 1977 ADFL Seminar East. His comments, "Escalating the Campaign Against Provincialism," appeared in the September 1977 ADFL Bulletin.]

Mr. SIMON. I have had a chance to visit two immersion situations. I am most impressed by it and wish my children had had an opportunity to have immersion.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

When we introduced the bill that is now before the subcommittee 2 years ago, I specifically encouraged immersion but there were a great many people in the foreign language community who simply said that we ought to be encouraging innovation and not strictly one form and not so much immersion.

The bill is tentatively drafted and my colleagues here are cosponsors of that bill. Incidentally, I received some encouragement and I have not had a chance to tell either of them, but I received some encouragement on that bill yesterday from the Secretary of Defense. But we simply have some money in there for the States for innovation. Should we be more precise than that in the language of the bill?

Mr. DERRICK. My opinion is that innovation is set up so that we may explore new and different techniques, and in this particular case as to what is successful. We do not have to go a long ways to find what does work. When do innovative programs finally become convincing and then we put them into place as a practice in the State or in the district or wherever?

If you could please look at Mr. McGillivray's letter in the appendices, he very kindly comments on Canada's debt to America on education. This is appendix E, about the fifth line from the bottom, beginning with the word perhaps."

Perhaps because we Canadians have always turned to Americans for our models in so many educational innovations, I offer in return the experience and expertise of Canadian educators to advise and assist in the establishment of immersion if it becomes a widely-used approach to foreign language teaching.

I am not a member of the language teaching profession or community. I am an elementary and classroom teacher and university administrator, and it seems that much of the help is coming through the foreign language departments from people outside, such as Gabriel Jacobs of Silver Spring, Md.

Some of us are just kind of cutting through some of the impediments that get in the way of what seems effective.

I would appreciate it if you would look at Mr. Grittner's letter to Mr. Wallace Lambert. That is enclosure I and if you would look at the results which he shows in Milwaukee, the second page there of appendix I. The Milwaukee schools started a language center school as a matter to bring about de facto integration, certainly a step that I highly approve, and 3 years ago they began teaching inner city children and 40 percent had to be underprivileged and many of them black children, before they could have Federal funds to be given the program.

Here you see three categories compared. The first is the U.S. average on metropolitan achievement test scores, the high, the average, and the low, and then Milwaukee across-the-city, and those children in the 68th Street school who have had 3 years of their instruction in German.

Understand now their first 3 years of instruction were in a foreign language. Notice how they test in English after 3 years. They have none in the low category, whereas Milwaukee and the United States had 30 and 23 percent. In the average they showed 62 percent, whereas Milwaukee and United States showed 55 and 54 percent. The total there is that they have 100 and the average is above the level. On mathematics you see a similar reflection.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Mr. SIMON. I have lost you somehow in the statistics. I have the page of the statistics but I do not see where you get the figures of Milwaukee.

Mr. DERRICK. Of the 68 schoolchildren, he did not send this in for publication, you see, and we have three groups compared. The United States is across the line there.

Mr. SIMON. And the 68, is that the school where that was tried?

Mr. DERRICK. It is called the foreign language center. That is the German immersion school and I typed below that, it appears, 68th Street school.

Mr. SIMON. Now the question arises, does this school appeal to the young people who would automatically, if they were taking English, fall into that category?

Mr. DERRICK. Well, they are kindergarten children, so appeal or no appeal, that is maybe not a good question and you should ask if it appealed to their parents.

The parents in this town were offered the opportunity to enroll their children in this school and in this case it was a language magnet school. Forty percent was necessary to have the funding from the inner city school and that was enrolled immediately, the 40 percent. Then the rest of the community could apply after that, so that the answer is yes, it did appeal to the parents and it was quickly enrolled.

Now with that kind of results, you know, it is going to be more and more effective and popular as this community becomes acquainted with it. They now offer German, Spanish, and French, and they may choose to have their children start the education.

Mr. SIMON. I am convinced and I don't know what language we will use in the report language to accompany the bill. We can encourage American schools to move in this area much more.

Mr. DENARDIS. I am still trying to absorb the testimony here. I would yield to my colleague, Mr. Coleman.

Mr. COLEMAN. I am not familiar personally with total immersion and I understand it is the total second language for 3 years, starting with kindergarten. Is this mainly for special programs, in school districts, and certainly it is not widespread. How do you create the emphasis or impetus to start one up?

How costly are these?

Mr. DERRICK. The word has to be spread and that is the reason I appreciate being here. Occasionally an innovative administrator goes to a meeting and hears about it, as in Holliston, Mass. The superintendent went to a professional hearing and heard about this and he went back to his district and began to make things move and did research. I happened to be their first consultant and they started the program 2 years ago.

It moves very slowly because it is very difficult for Americans to comprehend just how we can educate our children in another language and have them come out effective in English. The net result is that they come out better in English and they have a second language too.

It does not cost more. In another article that I prepared I used the name of the teacher, Miss Sullivan, in Holliston, Mass., and they taught kindergarten French in the morning and kindergarten

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

English in the afternoon, and the kindergarten teachers there do teach 2 sections, 26 in the morning and 26 in the afternoon.

The next year those same children went into the first grade and they had a full-time all-day-long French language instructor. It costs more to hire a teacher qualified to teach French or German or whatever language than it does to have one in English. So the essential costs are minimal, if any greater.

On the first example here pertained just to the subject we were discussing. The school had truly two languages throughout the sixth grade and you would have some additional expenses there in the library with two languages, so that those people could go to the library and select Robinson Crusoe in another language.

Mr. SIMON. If my colleague will yield, there are some minor additional expenses in that textbooks may have to be purchased from Canada or France or Germany or somewhere. There is some additional administrative work in the experience like in Tacoma Park, Md. About one-third of the parents in that school district volunteered to have their kids in the school, so you don't have simple geographical borders for assigning children to the school. There is some additional administrative work, but it is not expensive.

Mr. DERRICK. Well, compared to educating those children inadequately and partially, that we do in our high school programs 6 years later, where you assign a teacher specifically to teach a language, if we really costed those two programs against one another and also in relation to effectiveness, then this would come out far ahead.

As children leave the sixth grade you ask which language, and if I may respond to that, my feeling is that you choose whatever language is locally important in a community. Fall River, Mass., might have much to relate to having their kids educated in Portuguese, since it is a heavily Portuguese area, and the west side of Chicago would probably be Polish, and they are doing that in Canada.

In Alberta, Canada, the Lithuanian kids can't speak to their grandparents. They started immersing in Ukrainian and now the grandchildren speak with their grandparents.

Mr. COLEMAN. How often do you find a person certified to teach who can speak a foreign language like, I assume, you have to and have knowledge of it all day long, even for the kindergarten children and the second graders, and don't we really have a shortage of these potential people?

Mr. DERRICK. Well, if next year we said we were going to open 150 classrooms, you would have a shortage. If we opened 15 classrooms you would not have a shortage. As this becomes a vocational area you are going to find some schools smart enough to start up a program with a master's degree in immersion language teaching. I have a curriculum waiting and waiting for the school to come along and pick it up.

Mr. COLEMAN. If you have studies, and I don't know if this was a study you were telling us about, about the two control groups in kindergarten and so forth, but would you supply those to me, to my office, and I would appreciate that, or any other studies that you would have that have been made with some hard data.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Mr. DERRICK. It is richly available out of both the American scene and the Canadian scene, and this was from Mr. Grittner. His measurements in the children in the language school in Milwaukee is strong support of this whole concept.

Mr. COLEMAN. It is exciting.

Mr. SIMON. It is really exciting, there's no question about it.

Mr. DENARDIS. I must say I am very much impressed. I do not have a question on immersion language teaching, but I want to take advantage of your presence here to ask you a question in the general field, if I may.

Mr. DERRICK. Yes, sir.

Mr. DENARDIS. One of our interests—it is an interest cited in the bill and developed in the course of the hearings to be a matter of interest to us—that is to say, the less commonly taught languages. Do you have any ideas because of the real need in this area which we have been documenting in commerce, defense, and intelligence and various other studies?

Mr. DERRICK. I heard your testimony from last fall that you presented.

Mr. DENARDIS. Do you have any ideas that you could advance to us how we can focus more resources and attention and spur the development of teaching of what is commonly taught in languages?

Mr. DERRICK. Yes. I would first of all bring forward the idea to the child, educating the child in the system of early language immersion, so that he leaves sixth grade knowing French or German and whatever language is locally important, and we go on to junior high school. And we should have offered during junior high school one or two courses a day in that language so that that language continues to grow.

We make a large mistake in our country of letting all of our Spanish-speaking kids put Spanish back on the shelf of their grandmother instead of helping them to get that language growing. That is a whole discussion. But if we sustain that language as a literal language, one that they wrote and read in school, we would go bilingual.

If we continue French, which is a commonly used language in our country in these programs, they would have it through junior high school, and they may start a third language, whatever their high school offers, possibly French and possibly German and, maybe, Russian.

When those children, knowing one other language and possibly two other languages, when they leave our high school and come to the university and approach the defense community or have that in mind as a possible vocation, they will be much better prepared and less apprehensive of learning even a less commonly taught language and they will have experience already in having acquired more than one language and they will learn that third language with greater ease. That would be one approach.

As to how to develop more interest in that, I will not try to venture a solution to that because I don't really have it. It is a difficult problem.

Here is one way to bring to our society, children who are competent in two languages, and lots of them, and that is the point.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Mr. SIMON. If I could add one other comment here for my colleagues, which will not surprise Bill Derrick, I visited Takoma Park, Md., where these young people come in and walk into a second grade class, and to see these kids doing their fractions in French is an exciting thing.

It is the same thing to go to Cincinnati, Ohio, where they had an integration problem, where they finaly decided they were going to establish magnet schools and establish a French school and German and Spanish emphasis schools. I visited all three and you walk into their rundown area of Cincinnati, and their beatup old school buildings, with all due respect to Cincinnati, in this fourth grade class, half black and half white, and they are getting their biology lesson in German.

Mr. DERRICK. It is mind-boggling. Just in passing, I remember the testimony on the floor, one of your colleagues from Illinois made the comment on the floor that he wished he knew someone who would have the determination to provide his children with another language. And he did not know of anyone like that. In one letter I wrote to you I said to be sure and tell him about me.

My son was admitted to West Point and we turned down an appointment to West Point to let him spend a year in France, in a school, attending school and living with a family and going with a senior group of kids, which was in their last year before they took their law examination, and he came back with a much broader cultural point of view and thorough use of the language. I won't say command of the language.

And when he was reappointed this summer he went down there and tested out on that language and he is free now to learn a second language while he is there. Therefore, they will graduate a young man who will now be able to use two languages and one of them may be one of the rare ones like Arabic, because I think that would give him a fine edge on a vocational career.

There are things that we can do. We should not be contained by the old problems we have had. This bill does help us find ways to practice innovative programs and my hope is that many of those innovations that they will try will be related to immersion.

There is a world of research and reassurance ready for us to pick up and use as a candidate if we can bring ourselves to take some wisdom from another country.

Mr. SIMON. We thank you very much for your testimony here today and for your leadership.

Unfortunately I am going to have to leave. I want to introduce the next witness, however, and mention one other witness who is going to be here and then I will turn the chair over to my colleague from Connecticut.

Dr. Vaisnys was a member of the President's Commission on Foreign Languages and not only a member, but she has more zip and enthusiasm than all of the other members of the Commission put together. She is vice president of the Association for the Advancement of Baltic Studies, but that title is an inadequate description.

Let me add one other person that I wish I could be here to greet and he is a little bit like Elona in being a dynamo also, and that is Dr. John Rassias from Dartmouth College, who has been a teacher

84-188 O—81——13

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

on national televisions shows, and on "Sixty Minutes" at one time. He is really unusual as a teacher and I wish I could be here for his testimony.

I hope you will forgive me, but they tell me I am supposed to speak in Minneapolis tonight, of all places, and so I am going to have to leave your good company. I will turn you over to my colleague from Connecticut. I know they will treat you well and I know you will treat them well.

STATEMENT OF ELONA VAISNYS, VICE PRESIDENT, ASSOCIATION FOR THE ADVANCEMENT OF BALTIC STUDIES

Ms. VAISNYS. You know, of course, we have your presence in every town in Connecticut because every one of our 200-plus libraries has your book.

Mr. SIMON. I am sure that Elona Vaisnys is responsible for that.

Mr. DENARDIS. And they want you back here on Saturday night to autograph every one of them.

Mr. SIMON. I have not been to New Haven for many years and ironically I am here today and I will be back to speak at a dinner meeting in New Haven tomorrow night.

Ms. VAISNYS. My best regards to you. In Minneapolis we had a good conference there last year on foreign languages and I hope you are going to be speaking on foreign languages.

Mr. SIMON. I always work at it no matter what my speech is about.

Mr. DENARDIS. One of Elona's parting comments to me as I left for Washington after the election was to be sure and immediately look you up. She had already prepared me well on your credentials in this area and she and I talked about you many times. So it is nice that all three of us are in the same room, at least for a few minutes.

Mr. SIMON. Perhaps you influenced him to get on the subcommittee.

Mr. DENARDIS. I want to make sure that Congressman Simon is properly dispatched to whatever station he is going to.

Ms. VAISNYS. Thank you for the honor of having this opportunity to speak in behalf of the House bill H.R. 3231. I know the honor is a very short one because we have to speak fast and to the point and I will do that.

In Connecticut about 213,000 jobs are related to exports in some way. On a per capita basis Connecticut is third in the country in exports and it leads all of the States in the percentage of jobs stemming from manufacturing exports. Economic development, which is working to increase our exports even more, has come out very strongly in favor of foreign languages as being something which would help increase our exports, the percentage of exports, even more and they know we really have to cut down the time we use.

I am going to ask that this statement of Commissioner Stockton to be included as a part of my testimony.

Mr. DENARDIS [presiding]. The statement will be included in the record at this point, without objection.

[Information submitted by Elona Vaisnys follows:]

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

INFORMATION SUBMITTED BY ELONA VAISNYS, MOUNT CARMEL, CONN.

The Connecticut Commissioner of Economic Development, quoted in the New Haven Register, March 27, 1980:

"In my opinion, as Connecticut continues to more fully move into the international economy, the needs for increased attention to foreign languages will accelerate. The ability to communicate in languages other than English is vitally important and many of us involved in international economics are handicapped by a lack of a working knowledge of other languages.

"This is unfortunate. However, I think that state government, the business community, and all of our educational institutions must quickly focus their attention on this pressing problem. Looking to the future, I am horrified to find that the number of students in Connecticut's public secondary schools who are taking courses in foreign languages has been dropping dramatically.

"To directly meet future needs, we must get down to the hard business of reversing this undesirable trend by assessing the reasons for the current situation and correcting them as quickly as possible.

"The Connecticut Department of Economic Development would be eager to work with a group of concerned Connecticut officials to undertake the educational task that must be directed at the general public as well as students and education officials. It is obviously necessary that Connecticut take bold and effective action to make the citizens of this state more conversant in several foreign langauges, including Japanese and Chinese.

"This is educationally significant and economically sound."

Ms. VAISNYS. I would like to say that we see the very large importance of foreign languages. We need people in various jobs with foreign languages. They have come out with editorials to that effect.

Yet Connecticut is losing business because of our inability to have people who know languages. For example, when I was a member of the President's Commission I had a chance to speak to very many people in many walks of life. I became aware of several things.

For example, secretaries of businesses would tell me, and they confided in me, that a lot of sales get lost due to the lack of knowledge of languages. If a letter comes in the office and nobody in the management can read it, they toss it in the wastebasket where possibly that is some export that is not going to be exported out of Connecticut. Yet every $50,000 of exports equals one job for an American here.

When buyers come from other countries to Connecticut, and since we export a lot we get buyers from other countries coming to Connecticut, and the presentation is done in fluent and slick English, again I was made aware of this by a secretary, an executive secretary who used to be assigned because she knew some Spanish. She used to be assigned to go with the buyers and sort of make life more pleasant for them while they were visiting the company.

She realized that as these buyers, these men, would be listening to the sales presentation, and their English was not up to the level of what was being presented, in fact they were not getting what was being told to them. The salesman was not reaching them because of the language gap and she said that there were times when she in fact stepped in and said, "May I please translate?" and she would be sometimes allowed to translate. But she mentioned one instance where because the content was technical and she did not quite know the product well enough she asked the person to explain what she wanted to say.

The president of the company who was there, because it was a big contract being discussed, said, "Please never mind about understanding, just translate."

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

That is a case of not understanding what the language is, of course, and how it works.

As a member of the President's Commission I talked to a number of businessmen and I also was alerted to something that was happening. For example, one instance comes to mind where there was the possibility of a huge investment in an African country, which was a French-speaking country. Just before signing the contract the economist of one of the American firms, and there were a number of them interested in investing, asked to see the contract in the original. The contract was in the original and everybody was given a copy in English, but by reading the contract in the original he realized that those transactions were literal and correct, but there were implications in French which did not or were not translated.

This economist counseled his company against the investment and they did not invest, but they lived to be very happy about it because other firms lost a lot of money on that deal.

These are just several examples. These examples are probably multiplied very many times in many companies across the country, and very many secretaries would probably say the same thing as the secretaries in Connecticut, that is, about losing jobs in this way.

Of course, when children are going to school we don't know what they will end up as being, whether they will end up being economists or secretaries and maybe they will end up working in the Defense Department. Now speaking of our national security, I have become very insecure about our defense ever since I found out that of the 1,500 people who work in the office of the Secretary of Defense, not one has a competence in any foreign language.

That influences the 90 people in the European section and not one is listed as having competence even in German or French. Now that is quite something to think about.

A former Deputy Assistant Secretary of Defense has said that the results of military action which are based on inadequate knowledge of the region and its people are unpredictable and may be disasterous. When none of our people in the Defense Department have any reading ability of the different languages, that is a very sad state of affairs.

All of these people, when they go on fact-finding missions are not able to understand the language and they do not in fact go and find the facts and they rely on somebody to translate something into English and then they question who is doing the translating.

As far as translating and interpreting is concerned, whoever needs to talk in English and does not use English himself, has to bring his own interpreter to the United States.

The same goes for Members of Congress who go on factfinding missions. Most of them don't have any languages and most of their staffs don't know any languages, and they go out into the streets of Cairo and they have no idea what the people are speaking about. They did not in Iran. They could not read the local press, and how many facts do you find when you are really deaf and illiterate?

There are jobs which we have not developed because of the shortage of our language skills. For example, in tourism, about a year or so ago I think our tourists were up to 20 million people

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

coming over or streaming our way. I heard that some hotel chains now teach their cashiers how to exchange foreign currency, but just think of the jobs which could be created if we learned from the Europeans and others who are able to cater to Americans in American English, and have them supplementing their national economy nicely for years. We have not developed that kind of service to incoming tourists.

I do not have time to speak of sections 3 and 4 of the bill, which have to do with postsecondary education, except to say that college students should be studying foreign languages as well as other cultures and global problems. Having colleges require languages and helping them to provide languages will help enormously and it will snap into place programs in high schools also.

I would like to confine the rest of my remarks to the 15 or 17-year-olds which are mentioned in section 2 and for which this bill asks a modest $7 million. When I think Congress is thinking of allotting $139 million to bilingual education, which would really impact a fraction of these same 15-year-olds, many of whom will be learning English anyway because they will be immersed in English about them, I think there is a disproportion there. But maybe Congress does not see it that way yet.

I want to speak of immersion again. I was delighted to hear what Mr. Derrick had to say and I am going to read what he has to say with great attention.

Mr. DeNardis, since you are the chairman now, I think I know personally hundreds of children who have learned foreign languages by immersion. If everybody and all of the other people spoke of their personal experiences, I can also trot out two children who learned English by immersion because we wanted them to have a second language, and the language we could give them at home was Lithuanian. And I thought they could not pick it up, so we insisted on speaking nothing but Lithuanian to the children, knowing very well they would pick up English by immersion.

The kids are in college now, and doing very well and doing very well in math, as Mr. Derrick mentioned, because they are bilingual. They do have two languages and it helps.

I also know hundreds, literally hundreds, of children who have learned languages by immersion and who again happen to be very good at other subject matters, and I could give you names and so on of very many of them who have learned several languages that way.

I do not know how to get this across to people in Congress. There are certain crops which need to be planted in the spring. If you plant them later they will grow but the fruits will never amount to very much of anything. One of these crops is the language. If you plant it early it is easy, and the kids, as Mr. Derrick said, they don't realize that they are learning another language because they are learning math or geology or something else. Kids are able to pick up languages in that way.

Now we must really go into this and maybe the language of this bill should be drafted in such a way that the immersion will be the preferred treatment, as was said before in the testimony, and it has proven to work. We do not need innovation. We need to go with something that really works. Canada, of course, has been doing it

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

for 15 years and we have been doing it in very many ways here in other aspects, but we are just starting it.

We do have the proof and the figures are there. There is another reason why we really must go immersion, because otherwise we are disenfranchising children from lower socioeconomic levels, from minority groups.

If we get these kids to learn a language starting in kindergarten they will be able to learn a third language later on. They will be able to use the language that they learned if they are secretaries or economists or working in the Defense Department or become Members of Congress or work in middle-sized businesses in Connecticut and want to do export work.

But the thing is this: if we wait until the kids are at an age when they will be taught the language by the usual method, which is through grammar, we will be losing the kids from the lower socioeconomic levels and from the minority groups also. That is because the grammar itself is difficult and to learn a language through the grammar method is much tougher than to pick it up by the immersion effort.

Also, those kids are traditionally not in a position to have family traditions to back them up and give them motivation. Those families are from the lower socioeconomic levels, and they do not see the applicability of foreign languages for their children and they would not be encouraging it. So if we really want to open up the possibility which foreign languages will give and which we will need more and more of to a wider segment, a broad base of peace of all of our children, and I can't think of quite the name, we must do it by immersion and we must do it early, and otherwise they will not be taking the languages.

I have one last thought. People sometimes say, "Oh, yes. I took language in school. I took 2 years of it and I don't know a thing. I can't talk it any more." That is true. There is one reason. Maybe they did not start early enough and maybe they did not take it long enough, but if they did take it long enough it is true also that they will lose the ability to speak it. However, they will retain the ability to read and also the ability to understand.

There are very many important things in my kind of factfinding situations where you can learn by not talking but by listening. You can do it in the street in a foreign country, at cocktail parties, in corridors, and in factfinding missions when you keep your mouth closed but both ears on and receiving.

Thank you very much.

Mr. DeNardis. Thank you very much.

Elona was a long-time friend and neighbor and I have had the benefit of exchanging views with her many times.

Mr. Coleman. Do you speak Iranian yet?

Mr. DeNardis. No, but as you can see she is a very vivacious person. Rather than questioning her, because I have the benefit of her counsels often, I would defer to you.

Mr. Coleman. I think she is just an exciting person as a neighbor, and your comments about Members of Congress is very accurate. We had a hearing in Washington with the head of the Foreign Languages Institute who in turn trains our State Department and other employees of the Federal Government. And I asked if

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

they would be interested in helping Members of Congress become proficient in a foreign languge. And they said that they were.

As a result of that, the final day I extended to my colleagues in the House the invitation to have foreign language classes on the Hill at our convenience, and as a result of that 10 percent of all of the Members of the House signed up, some 45 when I last checked yesterday, and your Congressman, Larry DeNardis, is going to be fluent in Italian shortly and I will continue my French.

But this to me is a beginning or an indication that there is an interest out there. The Members realize that we need to have this, and there are foreign officials who usually speak very good English and we can't even come back with the slightest "How do you do?" and "How are you?" in their language. It shows something and it shows a lack of concern, I believe, and that is what it conveys to other people, and this was pointed out recently on a trip to Moscow when I asked this question at the Foreign Language Institute and I said, "How do you interpret Americans' lack of a foreign language?" And the fellow said, "Maybe it shows you are not interested in the people of the world."

This, I hope, will generate support for an understanding of the languages and if we can get these Congressmen in these classes they can see how hard it is to do it in the winter and autumn months of the year, and why their children in the spring are having trouble and why they should work with this bill and other efforts to try to do something about it.

It can be a national scandal that we can't turn out people for basic defense and intelligence that we need in this country.

I would hope that you will continue, as I am sure you will, your crusade and anywhere that you can to emphasize this. I think that your testimony was outstanding and that makes me all excited again.

Mr. DeNardis. If we have not had Elona in Washington I think that we should bring Elona down. Thank you very much, Elona.

Is Professor Rassias here?

I understand that Dr. Donald Kagan is here. Dr. Kagan is the professor of classics at Yale University and we are very glad to have you here. I notice that you were to have appeared in a panel with your colleagues, and I do not think that they are here at this point in time.

Would you prefer to wait or would you like to go ahead?

Mr. Kagan. Whatever you think should be done.

Mr. DeNardis. I think we would like to have you go ahead.

STATEMENT OF DONALD KAGAN, PROFESSOR OF CLASSICS, YALE UNIVERSITY, NEW HAVEN, CONN.

Mr. Kagan. It is a pleasure to be here. I had no idea that any such plan was going forward and first I was delighted that any such plan was going forward, and after I read the law, or the bill, I should say, I was more than delighted because it is such an intelligently phrased bill, which strikes me as having the greatest possibility of achieving important goals that you have in mind.

I really don't have very much to say except to compliment you on your efforts and your undertakings and to say that I will support them in any way I can.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Let me say my own field is really history. I teach and my title is history, but the reason I make the point is that I am not an instructor in languages. I am a consumer. My students are students in history and in order for them to do the kind of work that they need to do at the level that is best, they need to be able to read foreign languages.

I am not speaking only about Greek, let us say, in which their sources would be found, but in the important body of secondary literature which is the key to understanding my subject, as it is to understanding most subjects. And what I discovered was this: when I began teaching in the late 1950's the Sputnik boom had hit education, higher education as well as others. The effects were immediately noticeable.

The quality and quantity of instruction available in secondary schools and colleges in mathematics and sciences, but not in foreign languages, had increased strikingly. I took it for granted when I began teaching that I could ask my advanced students to read works in French or German or Spanish with confidence that each one of them could read in at least one of those languages, and so I assigned it regularly. Let me assure you that that would be folly today if I attempted to do that at Yale University, which is alleged to be one of the better universities of the country.

Yet the preparation of our students is such that it is not practicable to assign work in foreign languages. That is the contact that I have had with this problem that is most direct, and I thought I would share it with you because I think it is not often mentioned.

May I point out also that a decline in the study and the instruction of foreign languages dates pretty much to the late 1960's and thereafter, for reasons I need not go into now which I think you know. The much-complained-about decline in the quality of SAT scores coincides almost perfectly with that development. I think that is just not an accident.

The truth of the matter is that as the study of foreign languages has always been a key way in which Americans learn the English language, even when I was a student in school, very little time or attention was given to the language or to the grammar and structure of the English language. We picked up usages as best we could and we did not understand languages very much.

We first became aware of these other issues when we studied the foreign language and, as a matter of fact, the American quality in the area of language in general has always rested very heavily on the study of foreign language.

We universities deserve a considerable amount of blame for the sad state of affairs today because in the 1960's we just joined in the race to get rid of all of these necessary requirements. When a university or college, particularly the prestigious ones, drops these requirements it is inevitable that the secondary schools will judge that these are frills and not necessary and do the same. So it is a vicious circle. I think we bear more responsibility than most.

I would predict that if many of us restored emphasis upon the instruction of foreign languages you would see within a few years a considerable increase in the quality and quantity offered at secondary schools as well. So it strikes me that the points in your bill that are so attractive to me are the ones that reward programs

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

that in fact lead to more students studying foreign languages. That is a very important point.

I would simply want to emphasize one element in your bill which is good, one which I would like to see interpreted very strongly should you have the good fortune to put the bill across and make it law and put it into effect. This is the one which speaks about regular reporting on the part of the institutions benefitting from the program.

What I think is very important is that we teachers should be held accountable for what we teach and, more importantly, for what our students learn. I would want to see—it doesn't need to be written into the bill but it would need to be carefully monitored once it is in effect— I would want to see regular reports, say every 3 years, of any program benefited and included in that report should be a statement of how the students fared in examinations that were standard in some form.

I would not want to recommend specific examination, but the fact is whoever monitors this thing should be confident it is getting something for its money. The purpose of these programs, after all, is to see to it that we get the people literate in foreign languages, and we should insist that they do that, that they not really take courses but that there are results.

Now speaking as I have the right to do toward the world of our education, my view is that we do not deserve anything as good as what you are proposing. We have not done anything to merit it.

But you are right in singling out this area as one which very badly needs attention, not from our point of view but from the point of view of the national interest and we need to be led to do the right thing.

That, incidentally, is another very fine feature of you bill in that it does not impose regulations, and it does not order people about, and it centers on doing things well. It seems to me that human institutions respond best to those circumstances and it strikes me that this is a marvelous thing. I scratch my head and wonder as I read the newspaper, can you possibly get away with this?

But the truth is, let me just recapitulate, because if you are talking to someone who was not sympathetic, the question would be, why should the Government spend this money to do such a thing? I think of myself as being very much in tune with the current mood in Washington and I think Adam Smith would have approved it because he understood that there were some areas in the life of a nation for which the market simply was not an answer, and yet the Nation required it.

I would argue that anybody who thinks for 10 seconds would realize this is such an area. Your bill and the explanation with it have made the point extremely well, as a nation engaged in international relations, first of all, the level of diplomacy and strategy and so forth, and second, but not in any necessarily important way as a nation engaged in commerce and financial arrangements with other nations, is consistently in the position where we must have people who are extremely competent, to provide foreign languages to hold up our ends.

Now our competition beats our brains out. The Western Europeans and the Japanese are extremely well versed in these languages

84-188 O—81——14

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

and they simply have an enormous edge. That, as a national development, is unacceptable, so if you ask what market is there to remedy this, I find none. For that reason, it strikes me that your approach is correct and that the only modest suggestion I would have is please do insist upon the quality control at the end of the thing. Don't trust us, and we are not to be trusted.

[The prepared statement of Donald Kagan follows:]

PREPARED STATEMENT OF DONALD KAGAN, RICHARD M. COLGATE PROFESSOR OF HISTORY AND CLASSICS, YALE UNIVERSITY, NEW HAVEN, CONN.

ON THE NEED FOR IMPROVEMENT IN THE INSTRUCTION IN FOREIGN LANGUAGES IN AMERICA

In the twenty-five years I have been teaching at different colleges and universities I have seen a terrible decline in the amount of instruction offered and received by college students. In the late 1950s, spurred on by Sputnick and the resulting challenge to the quality of American education, our schools and colleges made considerable and effective efforts in improving the quality and quantity of education in science, mathematics, and foreign languages. The results were soon apparent; it was possible to ask students to read works in foreign languages in courses in history and classics. The level of education rose accordingly. All this changed in the late 1960's. For various reasons language requirements were weakened or abandoned. Once again the results were soon apparent, this time on a far greater scale. As universities abandoned language requirements schools reduced and abandoned language instruction. By the mid 1970's it was impossible to ask students to read works in foreign language, to the great detriment of their learning. It is, moreover, no accident, that the decline in the level of students' verbal skills as shown in standard tests coincides almost perfectly with the collapse of language instruction in the schools and colleges. Language is the bed-rock of all learning. A failure to gain a good command of language seriously harms the ability to reason and to learn. Learning a foreign language is particularly valuable, for we tend to learn our own language automatically, whereas the process of learning a foreign language necessarily involves system, analysis and a comprehension of the way language works. Students who don't learn foreign languages are handicapped in using and understanding their own language, as well. Thus, the decline of foreign language instruction in the last two decades has had a pervasively damaging effect on the entire educational system. We see it in the quality of the students' writing, the narrowness of their interests and perspective, their inability to command great bodies of scholarship and literature needed to do their work at a high level, and, of course, in their inability to enter fields that require foreign language skills so essential to our national interests.

I will have to leave to others the subject of how important it to our country to have people capable of engaging in commercial and diplomatic intercourse with people of other nations. I will merely say that other countries have a vast advantage over us in having almost all their graduates multi-lingual and thus having a wide choice in selecting people for important international work. America's involvement with the world grows greater each year, and that trend will not be reversed. It is recklessly improvident to allow this disadvantage to continue and even to increase.

The bill before us seems well-designed to help bring about an improvement, by rewarding enrollment in foreign language courses and the institution or maintenance of language requirements it provides an incentive for colleges to take language instruction seriously, to devise better ways of teaching, and to make it a central part of the curriculum. To make the plan even more effective I should like to see subsection (3) under Section 3(a) interpreted strongly. Programs undertaken by grantees should be carefully evaluated every three years or so. Criteria for continued funding should include the achievement of a satisfactory level of competence in the foreign language as measured by some appropriate, objective standard.

Achieving the goals of this bill is of great importance to our entire educational system as well as to many specific economic and strategic needs of our country. If it becomes law it is certain to have profoundly good effects on the problems it addresses. It is particularly attractive because it provides incentives to virtue rather than imposing unwelcome regulations. By requiring serious and timely evaluations it can measure results and allow flexible response, thereby permitting the most effective use of federal money and encouraging successful educational innovation. It deserves support.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Mr. DENARDIS. Thank you very much. I find your testimony very refreshing.

You asked how we could pass such language, given the budgetary climate in Washington, and it is a longshot, to be sure, but a lot of things are being rationalized under the national security and national interest, and some good and some bad, and this is obviously in the former category, and maybe we can get it under that rubric.

Mr. COLEMAN. How do you suggest we change the attitude of colleges and universities on it, the admissions requirements or requirements of foreign languages? You seem to be frustrated and do you suggest to the trustees what your admissions ought to be and what you ought to teach?

Mr. KAGAN. The fault in my institution, and I think my institution is not too different, the fault lies with the faculty. We really do have control of the curriculum. Administrative people say they don't have the power and it is always the faculty. For the most part that is nonsense, but it is true when we come to the question of curriculum.

We did what was wrong and we have the power to do what is right. I can tell you that even my institution, which has been shameful in this respect, I cannot predict success at this point, but I believe this year there will be a proposal before our faculty restoring the language requirement.

I think that is a belated response to a general sense of what was happening and I think there is a movement in that direction but if you ask me what other thing than appealing to people's sense of community and common national purpose will do the trick, I don't know.

May I point out there is one funny thing about the way this all happened and perhaps it might be useful to you to know what happened. I was astonished to learn these language requirements went out—and let me speak about my institution again, which I know best—that among those who were in favor of abolishing the language requirement were people teaching foreign literatures.

Now that sounds terribly strange but it has to do with the kind of sense that there is a distinction in a level and quality of work between instructing someone in the elements of a language and teaching him the literature in the language. This is a kind of pecking problem that professors have some feelings about, I discovered. So that in some sense it is beneath them to teach people how to begin to read German or French or whatever. It is unacceptable and it will sound like self-serving, but we don't feel that way.

That needs to be broken down and there needs to be a sense in which that, too, is understood to be a part of a mature function of a person in this category. But here is another thing.

I guess this is all a case of where the professor comes before the politicians, but if you look at the changes that have occurred in colleges between 1968 and 1975, during the dark years of everything falling apart, whatever else was the consequence of the change in almost every case it has made the life of a professor easier. I think that is just one of the nasty things that we have to face, that professors have shed various responsibilities that they did not like in the name of this, that, or that noble cause and it is

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

time to face that fact that we have responsibilities and we have to take them on whether we like it or not.

For instance, here is a point. Nobody wants to have in his class somebody who does not want to be there. That is just as unpleasant a situation on the teacher as it is on the student, but the fact of the matter is that you cannot get the horse to drink if you don't lead it to water.

There is no guarantee that if you take a foreign language that he will learn that foreign language, but I will guarantee if he never takes it he will never learn it.

Mr. COLEMAN. What about admission requirements?

Mr. KAGAN. That would be an excellent procedure because that takes care of the problem. If we had admission requirements which say you must have the rudiments of a language and you must take several years at an advanced level, that would be the perfect situation. The difficulty is competition. You are always afraid if you set your admission standards too high in this way, then your competitors won't, and the students will elect to go to the other institution.

Mr. COLEMAN. That seems to me to be rather totally inconsistent with the reputation of Yale University.

Mr. KAGAN. Everybody is looking over your shoulder. Yale is always looking over its shoulder at Harvard and worrying about what percentage of the students go to them and go to us.

I have thought it must be absolutely terrifying to work at Harvard because at least at Yale if someone gets too high if you are so smart, how come you don't go to Harvard.

Mr. COLEMAN. I hope you continue your efforts and you get your faculty to accept what your basic tenets are.

Mr. KAGAN. We have some chance.

Mr. DENARDIS. In the matter of your curriculum reform, is that a movement toward a core curriculum?

Mr. KAGAN. There is no talk of that at all. We do have an interesting program which has a core for freshmen, three courses which they take, which is aiming at that idea. It is a special program. It is likely to lead to one which I helped to put together and it is a roaring success. It has been expanded this year to include more students than it did before but it is still only a fraction of the whole student body.

Mr. DENARDIS. Speaking of Harvard as you did, I am reminded of the fact that they recently adopted a core curriculum. Do you happen to know if language is part of that core?

Mr. KAGAN. I believe it is not. If I may say so, I think it is a very deceptive thing as they do it, a core curriculum. I do not think it is what you and I would think of. You and I, if I read you rightly, would think of a certain course and certain subjects that need to be the common property of everybody and that is the core. That is not what Harvard said.

Harvard says that there are certain skills which need to be learned by everybody but we don't care what subject you take to achieve those skills.

It strikes me as being something for good or ill, quite different from what we normally think of as a core.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

By the way, may I say what you are up to here has very important educational virtues that have been lost over the years. The notion of all students doing something in common is very, very important. I can assure you of that from the study that we have made at Yale. We do not have nearly enough of that. There is not enough sharing of intellectual material.

In fact, our culture, it seems to me, is in trouble in large part because even the educated branch of it does not have anything in common. We cannot assume we have read the same books because there is not any longer a center to which everybody refers. The thing that you are suggesting helps us move perhaps a little bit in that direction, and that is good in itself.

Mr. DENARDIS. So, that notion of a community of scholars is in jeopardy?

Mr. KAGAN. Absolutely. It seems to me everybody who graduates from a liberal arts college ought to be able to meet everybody else and have a certain number of topics, confidentially.

There was a time we could talk about the Bible and Shakespeare and perhaps Homer and be certain that every other educated person knew what you were talking about. That day is gone and I think that is a loss. You know that there is a special communication problem that is not addressed, having something to talk about.

Mr. DENARDIS. You have raised some very interesting points, and I must say they have not really been raised in our hearings, although we are just at the beginning stage of hearings on this matter. But you have raised some very interesting points.

We thank you for your testimony.

Mr. KAGAN. Thank you.

Mr. DENARDIS. We will take a 5-minute recess and after the conclusion of that we might have to declare an adjournment.

[A brief recess was taken.]

Mr. DENARDIS. We will come back to order.

Let me formally resume the hearing that we have been conducting today. This session has been devoted to the Foreign Language Assistance Act and we now invite Dr. John Williams, chairman of the Department of Classics at Trinity College, to give his testimony.

Dr. Moskalew is also here and I will ask him to join us here. Dr. Moskalew is assistant professor of classics at Vassar College and the two of you may proceed in tandem.

Let me first say to both of you that two of my colleagues, the chairman of this subcommittee, Congressman Paul Simon, and the ranking minority member, Congressman Tom Coleman, have both been here for the day in New Haven, and both left just recently. Congressman Simon has to fly to Minneapolis, and Congressman Coleman is on the way back to Washington now. But they were both here and they asked me to say to you that they were sorry that they had to leave, but it was necessary for them to make connections.

They will have a chance to review this testimony. They are very diligent members of the committee and they will review your testimony and we want to thank you for that.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

STATEMENT OF JOHN C. WILLIAMS, CHAIRMAN, DEPARTMENT OF CLASSICS, TRINITY COLLEGE, HARTFORD, CONN.

Mr. WILLIAMS. Thank you very much. I should like to thank you for this opportunity to speak in behalf of H.R. 3231. I address you as a representative of the Classical Association of New England and as an individual professor of Latin and Greek.

The Classical Association of New England is a regional society composed of secondary school teachers and college professors dedicated to the promotion of quality teaching and research in Latin and Greek. Although I am speaking from the perspective of the classical languages, most of what I shall say is applicable to the modern languages as well.

Our failure over the past years to provide early and continuing training in foreign languages has brought us, in the present, to a frightening reality, namely, that the young people in college at this time are for all practical purposes functionally illiterate and culturally ignorant, myopic in vision, and parochial in opinion and experience. Since so much of their education has been focused on the present and on technology, these young people have no sense of their place in the continuum of history and culture.

The art of writing and the art of speaking are almost foreign to them because their education has been concerned with the acquisition of skills other than those of verbal and written communication. Because they have had little experience with foreign languages, ancient or modern, they have little sense about English.

They have never experienced trying to project themselves into another culture, another time, another place, another way of thinking. Without knowing it they are locked in a prison of ignorance; the walls of the prison are made of the stuff of technology and electronics and the "now."

World understanding, yes, even world peace, can be achieved only by a thorough understanding and knowledge of the peoples on earth. The best way to achieve this understanding is through a thorough grounding and training in the humanities. And within the humanities the study of the language and literature of a people is the most effective way. The way a people think, the way they express themselves, their hopes, their fears, their aspirations, their past, their heritage, their art—these are the means to mutual understanding and respect.

Sociological evaluations can give only an inhuman assessment of things as they are. Such evaluations do not and cannot promote understanding and true sympathy. Technological training can only focus on things.

In contrast, the study of ancient and modern languages and literatures plunges us into the heart and the soul of a people. The present can be understood only in the light of the past. If knowledge of the past is removed, imperceptively oxygen is restricted to us in the present. We then function only with difficulty. Our heritage, our roots, provide us with the grist for the present. A study of the past very quickly makes us aware that we are not the cultural and linguistic center of the universe.

Our present predicament is not just the fault of the students themselves. It is also with some of the younger teachers, professors, counselors, advisers, and administrators, who themselves went

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

through an education that had no emphasis on foreign language and literature study, no emphasis on the value of the past. These teachers and others can only see the importance of the pragmatic and the technical. And so the "crime" is perpetuated, and the myopia and parochialism are now epidemic in scope.

Your bill, Mr. Chairman, therefore will give a greatly needed boost to the study of foreign languages, ancient and modern. The passing of your bill would be a most important signal to the general public and to schools and colleges that foreign language study is essential for the survival of mankind spiritually and culturally, strategically and economically.

What greater goal could be achieved by the passage of this bill than to create an intelligence, sensitive, perceptive population, capable of understanding and communicating with other peoples. This bill is important for the very survival of the spirit and soul of humanity.

Thank you for granting me this opportunity to address you.

Mr. DeNardis. Thank you very much, even though you have given us a rather startling analysis of the scene. I suspect that all of us who are cosponsoring Congressman Simon's bill have much the same perception. You have made a very eloquent presentation, although frightening.

As someone who comes from the world of higher education, as you do, I thoroughly understand what you mean about young people in college at this time and what capabilities they possess and what they do not possess. You are painting a rather bleak picture of the combination of the worst of the technical society and the worst of 1984.

I wish that my colleagues were here to hear you. They will at least read your statement.

Mr. Williams. Thank you.

Mr. DeNardis. I think we should now like to hear from you, Dr. Moskalew.

Mr. Moskalew. Would you like me to read my statement?

Mr. DeNardis. Since there are just a few of us, if you would submit your statement it will, of course, be incorporated in the record and perhaps you would like to just highlight a few major points. I will not deprive you of the opportunity to present the whole statement if you would like to.

STATEMENT OF WALTER MOSKALEW, ASSISTANT PROFESSOR OF CLASSICS, VASSAR COLLEGE

Mr. Moskalew. I think that I would like to present the whole statement because it would be difficult for me to excerpt and it will not take an excessive amount of time.

Thank you very much for allowing me to present my case and I am here representing the Classic Association of the Atlantic States which represents teachers of classics in high schools and independent schools and colleges and universities. I also am representing the Council of the Empire State, which is a subdivision of the Classical Association of the Atlantic States.

My statement is my own, although I hope I speak for the association in what I say.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Mr. Chairman and members of the subcommittee, the Joint National Committee on Languages in its testimony before this subcommittee last July 15 has presented ample documentation of the decline of language study throughout our country. My own experience is more limited, as are the statistics on which I draw, but both bear further witness to this alarming trend.

In the New York State public schools the percentage of students studying a foreign language in grade K through 12 has declined from 21 percent in 1968 to 18 percent in 1980, a loss of about 85,000 students. These figures err on the high side because the data did not discriminate between students taking one language and those taking two, so that the latter were invariably counted twice.

The decline in enrollments did not affect all languages equally. Between 1968 and 1980 Spanish fell only 8 percent, while Italian rose a staggering 88 percent. More serious losses were sustained by German, 49 percent, French, 53 percent, Latin, 62 percent, and Russian, 81 percent. Thus not only has the overall enrollment in the languages declined but there has been a major shift to Spanish and Italian at the expense of the others, a shift that suggests avoidance of what students have traditionally regarded as the more difficult languages.

The cause of all this is well known, for the decline came soon after large numbers of colleges and universities had dropped their language requirements, and it came more precipitously in the colleges themselves. When the language requirement was abolished at Vassar College for 1969–70 enrollments in the languages immediately fell from 84 to 59 percent, and this trend has continued, so that in 1979 only 42 percent of the students were enrolled in the language departments.

These figures also must be adjusted downward, for if literature courses taught in translation are excluded those actually studying foreign languages probably comprise no more than 35 percent of all students in a given year. And those attaining proficiency in a language form an even smaller minority, about 40 to 50 students or 6 to 7 percent. Of the class that was graduated in 1978, 33 percent never took a language course in their 4 years at Vassar.

I am sure that in this Vasser is not unique among colleges. In fact, it has probably fared better than others. But if the study of languages could so seriously have been neglected at an institution such as Vasser with its strong humanistic tradition, its commitment to educational excellence, and its relatively sound financial position, we are indeed in a sorry state.

The effects of such neglect on international trade, on diplomacy, on defense are not for me to document, although they can be easily imagined. One cannot effectively conduct business or make a viable treaty or gather reliable intelligence data through an interpreter. At best it is a handicap, at worst a disaster.

The inability to converse in languages other than our own hurts in other respects as well, for it places us at a cultural disadvantage with foreign partners who are multilingual and who are apt to view the clinging to our mother's tongue as a sign of arrogance, ignorance, or arrested development. Thus linguistic chauvinism stands in the way of open and candid communication, for it breeds misunderstanding and mistrust.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

The bill now before the subcommittee, H.R. 3231, speaks to the very heart of the matter, the language requirement, the dropping of which had originally precipitated a vicious cycle. The lack of a requirement in colleges translated itself to lower demand in high schools, which in turn led to fewer majors in college, hence fewer prospective teachers, and so, ultimately, a teacher shortage, for example, in Latin, resulting in further reduction of programs.

Inflation and budget cuts have also had their effect. This cycle has to be reversed now or it will be too late. And the impetus must, as it did before, come from the colleges. Stimulating the high school language programs directly would probably create an acute teacher shortage. Yet the colleges are not very likely to take the lead in this without prodding.

The reinstitution of a language requirement means ultimately a redistribution of faculty resources, which means that what the languages would gain other departments would lose. At a time when already at a number of colleges departments have been cut back or eliminated such redistribution would be staunchly resisted.

Furthermore, in the face of declining high school enrollments, the competition among colleges for applicants has become very intense, while at the same time it has become somewhat easier than before for students to get into college. Colleges have, therefore, become sensitive to the possibility of alienating prospective students by seeming to be too rigidly structured or to have too many requirements, of which the language requirement is among the less palatable.

Should this bill pass, however, the incentive is attractive enough so that it would soon create a snowball effect that would carry with it many of the leading colleges and universities, and thus establish the language requirement as something both educationally sound and prestigious.

We welcome the fact that H.R. 3231 aims at supporting all languages and not merely those that may at the moment be strategically significant. We are always better at responding to present needs than at anticipating future ones. We will do the latter best if we encourage variety—Western as well as non-Western, modern as well as ancient languages.

A practical benefit accrues no matter what language is studied, for since it is the primary vehicle of thought and hence of culture such study confronts one with other ways of thinking, of perceiving and structuring reality. It teaches greater awareness of cultural differences, and thus encourages international understanding. It also provides a linguistic framework that facilitates the acquisition of additional languages. The more languages we know the more easily do we acquire new ones.

Such transfer of linguistic skills is particularly in evidence with Latin. There are three reasons for studying it. One, an understanding of its complex morphological and syntactical structure provides an excellent basis for the study of modern European langages while it also develops certain analytical skills and a linguistic sophistication that help one in grasping more quickly other linguistic structures.

Two, it deepens our understanding of English, both by enriching vocabulary and by forcing us to examine how it functions, how we

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

arrange our thoughts, and how we express subtle differences in meaning. This leads to greater precision of thought and clarity of expression, both of which further effective communication.

Three, lastly, through Latin and Greek we come in direct contact with the roots of our culture. They give us the historical perspective that allows us to break out of the provinciality of our own time.

Mr. DeNardis. Thank you very much.

I think you have made some very important points here, not the least of which is the point which you make with great clarity on page 3 concerning the reinstitution of the language requirement and the redistribution of faculty resources. You have given us a good insight into the politics of economics of the college scene.

Mr. Moskalew. I just came out of that scene because we have instituted in Vassar a language requirement that falls short of what is envisioned in the bill, and some of the arguments that I have included here. That is the feeling of the faculty members, that we might make the colleges less attractive to better students and fears and the degree of paranoia about losing faculty positions.

That is a reality that we have to face.

Mr. DeNardis. Certainly that is the environment of decline in high school graduate numbers of 22 percent nationwide by the mid-1990's and particularly heavier numbers here in the Northeast. I think it is 40 to 45 percent, and that is another pressure point involved in all of this.

I thank both of you very, very much and I will share the salient points that you have made with my colleagues.

I believe that Dr. John A. Rassias, a distinguished foreign language professor from Dartmouth is with us. I must make an apology to you. Congressman Paul Simon was here to preside until just a short time ago when he had to catch a plane for a speaking engagement in Minneapolis, and Congressman Tom Coleman was here until a few minutes ago, and he had to leave to make a connection.

I am here left to greet you and welcome you and to invite you to make whatever observations you would at this point.

STATEMENT OF JOHN A. RASSIAS, FOREIGN LANGUAGE PROFESSOR, DARTMOUTH COLLEGE

Mr. Rassias. Thank you and members of the Subcommittee. I spoke with Paul's office and actually I do not have anything specific to present. I was going to give some kind of a report on the matters which I had observed. But as I was driving and trying to collect my thoughts, the one thing that struck me——

Mr. DeNardis. May I interrupt for a moment and ask if you have any written testimony because I would insert that in the record.

Mr. Rassias. These are just random thoughts and Paul asked me to come here.

Mr. DeNardis. We are delighted to have your random thoughts.

Mr. Rassias. I was impressed about something that happened. This happened about the latter part of March, in the Committee for Stanford University at that time and there was a debate raging on campus as to whether the language requirements ought to be

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

reinstated. I was fortunate enough to participate in some of those discussions and I also had the opportunity to speak with some of the academic administration of the university.

One of the observations made, and this is something that I think ought to be brought to the attention of the subcommittee, and somehow illusions were made to the fact that whenever something occurs that really occurs, there is a wallop. It is going to have some effect, I think.

We speculated as to what would happen if Stanford and other universities, the best in the country, if they were to reinstate the language requirement and what effect that would have. One of the theories, of course, was that all of the kids would apply from various high schools and they would make sure that they would have Latin. During the debate someone pointed out that this would really not be too influential, that students, mostly those who went to Stanford, some 90 percent of those already have the requirement or at least they have taken languages to satisfy it.

I think that is something that I would like to mention. In truth, any attempt to make what is already a practice a principle and the kids do take languages to apply to Stanford, if they really knew that they had to get it there will be some kind of reaction and there will be some kind of fallout. This was definitely something that can be measured.

One of the hopes is, and the reaction I share with some of the members of that department, having been there a month or so, is that again indeed the effects that would be felt. For another thing, one of the ideas was that suppose Stanford does take on this recommendation and the requirement, would it have national effect on the media?

On the 25th of June, the Wall Street Journal carried it on the front page. I use that as an example and the work of the Commission, I am pleased to say, was one of the huge wedges to break through some of the negative arguments. That is a very positive effect, and a very definite one.

At the same time I am pleased to report that other schools that I visited myself and most recently I came from Oberlin, where the faculty there is making a real solid drive to make languages number one, and I don't know that they are going to succeed.

Now, Mr. Chairman, as I say, these are random thoughts and I wanted to be able to give a kind of demonstration of them and would you like to see the demonstration?

Mr. DeNardis. Indeed, would you proceed?

Could I ask you about the state of Dartmouth College?

Mr. Rassias. It is booming and I have my good friend here, Walter, and he will be pleased to know that the classics department is booming. There is nothing better than to walk into a class where you can hear Latin dramatized by some student apprentice teacher and see everyone participate, not knowing that they only speak this at the Vatican, if there. These kids are speaking Latin, which is a wonderful thing.

One of things that I wanted to say before we begin this kind of a presentation is actually a thought that I would like to continue just two steps further. One of the recommendations made by the Commission was that we ought to have more workshops throughout the

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

country and we ought to have them in various types, and we ought to have them for a year long or a week long or a month long and send people to various countries where the languages are spoken in house service and so on and so forth.

Again, in the spirit of that recommendation I had the good luck to go to various schools and did some work with colleges, both at the college level and at the high school level and also invited many of them to Dartmouth for these weekend-long workshops. We had them from colleges as well as secondary schools, and this gives us an opportunity to share ideas, to work in a kind of methodology that is exciting, and something that we hoped will touch students and motivate them.

One of the observations was, we came across in the Commission year, was that if the students are asked "Will you drop languages and why are you concerned with languages," the single answer they gave us was that languages were boring.

In order to work against that these workshops have been going on and we are certainly going to continue them and in fact increase them this year.

What happens during such a workshop is that a demonstration is given, and the demonstration is like this: I will explain the philosophy of this system and talk about the fact that teaching, one of the oldest of professions, if not the oldest, has not really looked to other fields and other disciplines to do something about vitalizing itself. I maintain that much is to be learned from the acting profession. It is in the acting profession, for instance, that people are specifically trained to get the attention of the audience.

We as teachers are not often trained to do that. Often our courses in education center around how to write on the blackboard, whereas the actor or the actress has to be totally in command of the subject and get the people's attention. So we go through five steps that are rather important and the first of which is self-knowledge, and everyone is asked to scour over his or her past to detect negative experiences one has had and to reject those as soon as possible.

Then we try to find a positive characteristic, those we enjoy in our own teachers, and I dare say that they were in No. 3, the first of which is the enthusiasm of the person, the second the respect that he or she had for us in the classroom by hard work and we appreciated that respect, and, third, that that person had kind of an identity.

How do you make a class more than just a teaching vocabulary, because that is what it is. We ought to pack everything into it and stay all English. It can't be drilling words, but it has to be with a cultural bias.

How does the French person shake hands? He shakes them in one quick pump and then when he sees a woman coming he kisses her on both cheeks, and all of these things are brought into the classroom or something is lost. We try to show this to the teachers first, and then tell them when they get in the class, if it is Spanish, the same thing. I understand in Latin classics they will kiss right on the mouth.

These things have to be spoken to the students and there has to be a cultural awakening that languages are just not words, and

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

then we go through the questions, whether the questions that are used will zap up the class and make the class more exciting and give the students more involvement and have them go home at night and say, "I discovered something."

These are cues which bring out two essential ingredients, one of which is magic, that everything has a magic quality which we have to somehow get to and explain to students in different ways, and new ways that is an exciting way, and then drama, which, of course, means participation in the action.

Then, finally, there is stage presence, and we do not need the stage presence as a teacher but we mean most specifically the student and how that student feels. Does the student feel good to be in the classroom? And the next is the creative state. I would like to do this in about 3 minutes.

Mr. DeNardis. Let me say for the record that on the conclusion of your demonstration the hearing is adjourned, just in case the presiding officer has to leave, because he does in fact have to go to a ground breaking ceremony at 3.

Mr. Rassias. Then I will drop the first part of this and give you the last part. I will give you the creative state.

We feel for them to communicate with everyone or anyone they have to be sensitive to that person's background. I cannot just walk up to you and suddenly start to talk, because I do not know whether you are of that sort or whether he needs it, or what it is. It will take days to study that and so I will plunge directly into a definition of sensitivity, which is best defined first by the French philosophy by the name of Didrotrot. He was a philosopher and I will do the whole thing in Italian and French and I do not know if any of you know French, but it does not matter if it is clear, and you should be able to do it.

We said before if there is magic in teaching and there is drama in teaching our students should be able to tune in, if we did not have lengthy explanations in English, and they should be able to sense it in the mimicking of the words.

We speak of sensitivity which in French is "la sensible." This is a definition and, by the way, the whole purpose of this definition which I use in these workshops and in class, it is obvious overkill, no one is expected to go into class and do anything approximating what we will do in this demonstration.

The point of this is to show the students that we are not all strengths nor are we all weaknesses, but we are a mixture of the two and this is what they have to appreciate.

[Dr. Rassias then gave a demonstration of a professor teaching in a French classroom.]

Mr. DeNardis. I am absolutely enthralled. This has been the most unusual public hearing I have ever been a party to. I do not want to go, but I promised some people that I would be present at this ground breaking.

We appreciate very much the contributions which all of the witnesses have made to this hearing and we stand adjourned at this time.

[Whereupon, at 3 o'clock p.m., the hearing was adjourned.]

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

APPENDIX

PREPARED STATEMENT OF GOVERNOR'S COMMISSION ON FOREIGN LANGUAGE AND INTERNATIONAL STUDIES, SALEM, OREG.

I am a Foreign Service Officer, working under the Pearson program, as Executive Director of the Oregon Commission on Foreign Language and International Studies. This Commission, the first in the United States created for this purpose, was established in 1980, with members from business, labor, civic groups, the legislature, and educational leadership, all unpaid volunteers. Its task is to develop a statewide program aimed at enhancing the awareness and competence of all the people of Oregon in regard to the international community.

My own foreign service experience of 23 years includes no dramatic encounters with language failure (or success). The Foreign Service is an undramatic profession—Dean Rusk once said our whole purpose is to make the world boring. Moreover, I think the U.S. Foreign Service does better than its counterparts from other countries in mastering difficult languages. But our national disregard for foreign language study, which ironically has become more evident as our interdependence with the rest of the world has intensified, has had severe costs.

Our linguistic apathy has meant, for example, that the State Department and other agencies have had to spend considerable time and money teaching languages to people who, in earlier years or in other nations, would probably have learned them, at least to some relevant level of competence, before entering the service. It has meant excluding people in the service from consideration for otherwise suitable assignments, for lack of the necessary language or time to teach it. Probably greater, but harder to measure, is the cost in terms or irritation, inefficiency, and lost opportunity, that American officials and businessmen have incurred because foreign language has not been part of a standard American education.

Still more significant, however, is the myopia that this attitude toward language represents. As a people we have often enjoyed looking at other nations through the wrong end of the telescope. Many of us have regarded international studies of all types—linguistic, political, economic, cultural—as something remote and not really important in daily life. As the world becomes smaller and more competitive this attitude becomes increasingly expensive and even dangerous.

Regarding H.R. 3231, the Commission welcomes the effort to strengthen language studies nationwide, as part of a continuing pursuit of excellence in education generally. It particularly welcomes provisions for establishing performance standards and external incentives for study. Model programs by themselves have tended to strengthen schools that are already strong and to disappear when funds dry up. What has been lacking is the sense that international studies, linguistic or otherwise, are worthwhile for their content and as prerequisites for other important goals—that they are in themselves valuable educational investments comparable with English, history, and mathematics.

In Oregon, we are stressing the importance of persuading all citizens—teachers, students, parents, employers, and taxpayers—that greater knowledge of the outside world, of foreign languages and foreign societies and how to cope with them, is essential for the average person's well-being. In immediate terms, for example, such knowledge will be crucially important in enabling the state and the nation to participate in the increasingly competitive international marketplace. For the longer term, greater cultural contact, and understanding of the international community, will be major factors in determining the security, economic, social, and political character of the world in which we or our grandchildren will live.

We are seeking ways to instill this appraoch throughout the state, and to institutionalize it for the long term. We believe that a basic attitudinal development along these lines is the indispensable basis for progress in expanding awareness of the outside world, and for strengthening the teaching of foreign languages and international studies. We would therefore like to suggest that funding for model programs include support for activities designed not only to further language training but to maintain pressure for a more internationally conscious approach in the education

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

process, at all levels and in the broadest sense of that term. The Commission also suggests that the Committee may wish to consider measures for further strengthening language incentives connected with Federal Employment, not only for the Foreign Service but for all aspects of employment for which language may be relevant.

PREPARED STATEMENT OF MARVIN S. SCHINDLER, PRESIDENT, ASSOCIATION OF DEPARTMENTS OF FOREIGN LANGUAGES; CHAIRMAN, DEPARTMENT OF ROMANCE AND GERMANIC LANGUAGES AND LITERATURES, WAYNE STATE UNIVERSITY, AND DIRECTOR, JUNIOR YEAR IN GERMANY PROGRAM

Mr. Chairman, members of the subcommittee: Thank you for the opportunity to speak to you in support of H.R. 3231, certainly the most timely and significant legislation on behalf of foreign language learning in this country in recent years. I am representing today both Wayne State University, one of the largest urban institutions of higher education in the country, and the Association of Departments of Foreign Languages, a subsidiary of the Modern Language Association of America, whose membership comprises some 1,000 college and university departments of foreign languages in the United States.

Although I am professionally involved in higher education, I wish to address briefly all sections of the bill. For not only does this legislation have the foresight to speak to the need for and encourage the study of foreign languages at every level from elementary school through the university, but those who will teach the students affected by the bill's provisions must maintain an ongoing dialogue and develop methods of articulation among the various levels if the legislation is to have the results desired. In short, the learning of foreign languages is presented quite correctly in the bill as a continuum extending from our children's earliest education through the completion of their formal education. No part of it can be disregarded or considered less essential than another, least of all by those who teach foreign languages.

H.R. 3231 seeks to implement ways of helping to solve a problem which has enormous implications for the vitality of our nation's continued participation in world affairs in the future. A solution to this problem is nothing less than essential to the political, economic, and cultural stability and well-being of the United States.

The problem well described in the 1979 "report of the President's Commission on Foreign Languages and International Studies" and admirably highlighted in your Chair's recent book, "The Tongue-Tied American," is that of American monolingualism, an affliction which strikes young and old alike and which is perhaps most conspicuously virulent in the most unlikely segment of our population, those who have completed the highest levels of higher education and who go on to hold the most sensitive positions in government and in the business world. Moreover, incomprehensibly in our world today, the disease is spreading, its consequences felt more each day. Our previous band-aid approaches at selective remedy for a few cases once the fever was well underway are absolutely insufficient when most of the rest of the world with which we deal regularly have undergone massive immunization at the earliest age. What is needed in the United States now is nothing less then a nationwide innoculation program. If the language seems extreme in its rhetoric, I submit that it is no more so than the reality of our situation, which is reflected realistically by such facts as that the number of students of English in the Soviet Union outnumber American students of Russian by nearly ten million to 28,000. Such a one-way conversation with the Soviet Union as would seem to be mandated by these figures must be unacceptable to this country.

But this committee has already heard, I am sure, a wealth of documentation and statistics pointing out the fact that the absolute number of students enrolled in the study of a foreign language and, perhaps even more significant, the number of such students as a percentage of all enrolled students at all levels of our educational system, has been declining steadily during the past decade, and I see no real need to repeat most of these figures to you today. But such basic facts as that only fifteen percent of all United States high school students are today studying a foreign language, with only three percent of them continuing beyond the second year; that only eight percent of the nation's colleges and universities require a foreign language for admission; and that enrollments in the aptly termed, and often critically needed, "uncommonly taught languages" are virtually non-existent, do bear repeating, because they are shocking. For a complex of historical, geographical, cultural, and economic reasons the study of modern foreign languages has never been an organic part of the curriculum at any level of our educational system. America's often-cited insularity, certainly insofar as it has been reflected in an unwillingness to learn foreign languages, was for the better part of three centuries a historically,

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

geographically, and economically imposed insularity. Human beings, as human beings, have never been eager to spend the time and energy needed for other essential tasks to work at things which seemed unnecessary. While the peoples of nations throughout most of the rest of the world, in close proximity to countries whose people spoke other languages than their own, could not escape from the earliest times the absolute necessity of learning foreign languages in order to function economically, politically, and even socially, no such pressure was felt by the people of the United States, for most of whom, until very recent times, the miles across an ocean might just as well have been light years. Thus foreign languages, like many other desirable but "unessential" parts of the curriculum, remained at the periphery of American education, a luxury too often considered as appropriate for an educationally and culturally elite, at the very worst a "frill" to be eliminated from curricula at the drop of a hat—or a millage. Indeed, in view of these very public hearings and the renewed intensity of interest in the teaching and learning of foreign languages in this country, it is sad and disheartening, though not unexpected, to note that with the failure of a millage proposal this past summer a large school district just northeast of Detroit acted predictably by eliminating at one stroke all foreign language programs in the junior high schools.

But the entire constellation of world affairs has changed, and what did not grow as a natural part of our educational programs must now be grafted onto them with outside assistance. And because of our past history regarding learning foreign languages, we must all work a bit harder at getting foreign languages to be an ongoing and accepted part of our curricula.

Yet there are signs of a new awareness of the increasing need for persons in or society with foreign language skills—sadly, perhaps tragically, at a time when the available pool of such persons is shrinking. Thus an article last year in Business Week cites the Business Council for International Understanding Institute, which specializes in cross-cultural indoctrination for families slated for overseas posts, as indicating an increase in corporate requests processed for intensive language training of families of from 4 percent to 24 percent in two years. More and more United States corporations, the article goes on to say, are stressing language skills in the people they transfer abroad. Indeed, the same article reports that Citibank corporation will no longer allow foreign-bound executives to leave the country for their assignments abroad unless they are at least "socially conversant" with the host language, according to Hoyle C. Jones, a vice-president in charge of personnel for Western Europe. The information and data already available to the Committee make the reasons for this new emphasis abundantly clear—economic self-sufficiency is no longer a realistic goal for our or any country. It is rapidly being replace by the reality of economic interdependence. And the language of a sale abroad is indeed the language of the buyer. The importance of a knowledge of the foreign language involved goes far beyond question of accurate understanding of technical matters and the basic ability to communicate. In his testimony before this committee in July, Admiral Bobby R. Inman, Deputy Director of Central Intelligence, testifying to the vital importance of adequate foreign language capability in the intelligence community, makes a statement which applies equally well to any hope of success we may have in international trade:

"The success of our officers overseas depends to a very large extent on intangible psychological and human factors, on feelings of trust and confidence, and on personal rapport. Speaking the other person's language plays a critical role in this chemistry."

Admiral Inman's further testimony can leave no doubt the importance of thorough foreign language training for the defense and security of our country. Calling for "decisive action" by the government to help reverse the trend of the foreign language capability of our country, which he calls "poor and growing worse," Admiral Inman goes on to say that he is limited in what he can disclose "about the statistical effect declining foreign language ability has had on our operations. Suffice to say that we have been impacted severely." He testified further that the problem has been aggravated by the failure of colleges and universities to mandate foreign language requirements.

Given our interdependent world, it is appropriate that we see today nationally and at every level of education a strong movement to broaden our citizens' knowledge of and sensitivity to that world, in which they must clearly play and increasing and increasingly direct role in the future. Clark Kerr, in his introduction to Barbara Burns' recently published "Expanding the International Dimenisions of Higher Education," puzzles over the problem he sees:

"It is hard to understand why Americans seem to know or care so little about the international dimensions of their lives, when it is so obvious that we share our world with men and women of different countries and cultures. Young people are

84-188 O—81——15

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

likely to know more about prospects for life on other planets than they do about the problems of human survival faced by people in the less developed countries on earth."

Curricular revision towards the goal of developing "global perspectives" in our youth, which has been emerging in the past few years, is one positive sign of movement in that direction. But one of the problems of international and area studies programs in the past has been that too many of them did not contain foreign languages as a required component, and I cannot believe that anything approaching "global perspectives" can be achieved if the students involved are not studying a foreign language, the one uniquely suited vehicle for opening the way to understanding a foreign culture in the broadest and most applicable sense of the term. A more general, but not less important indication of the need for foreign language study can be seen from the results of a recent study by Eugene Timpe, Chairman of the Foreign Language Department at Southern Illinois University, which seems to indicate clearly a correlation between foreign language study and high achievement on ACT verbal scores, with the most benefit from the study of a foreign language apparently accruing to those students who were not in a high school college preparatory program, who were not in the top quarter of their high school classes, and who did not have the highest grade point averages, facts which argue strongly for the significant role foreign language study could play in improving the educational achievement of all our students, not just an intellectual elite. Finally, while it is always difficult to gauge public sentiment in such matters—and because of the complexities of our system of education, especially where funding is involved, that sentiment is not, I believe, always accurately reflected in existing curricula—it would seem that there has perhaps never been more clear recognition of the need for and value of increased foreign language study on the part of the people of this country. The results of a recent national survey conducted by the University of Michigan's Institute for Survey Research and the Center for Applied Linguistics show that an overwhelming majority of Americans support the offering of foreign languages in elementary schools and junior and senior high schools and are encouraging their children to study a language.

Mr. Chairman, Members of the Subcommittee, H.R. 3231 will take a major step towards making it possible for our schools and colleges to answer the demands, the needs, and the desire for expanded foreign language study I have referred to above, for it will encourage foreign language study at all levels, reward innovative and imaginative teaching, and provide what must be considered seed money, needed desperately in these times of frightening retrenchment in funding for education, to create ultimately an atmosphere conducive to the cultivation and growth of foreign language programs which, I have no doubt, will then flourish in relative independence of federal support monies. It will create also the structure for needed correlation of programs and cooperation among programs at all levels of education. It is a fitting and timely response to the needs reflected in the report of the President's Commission, to those needs and expectations expressed in House Concurrent Resolution 301, approved by the House and the Senate last November and December as a sense of the Congress, and to what appear now to be the wishes of a very large segment of our population.

I would like to offer some comments on specific sections of the bill:

Section 2. All of our experience and research indicates that foreign language learning is easiest, most enjoyable, and most successful when begun with children of pre-school through primary school age and reinforced thereafter by continued regular study. One of the problems of the FLES (Foreign Language in Elementary School) programs, begun auspiciously in the 1960's but now all but extinct, was the frustration often caused by lack of continuity in the later school years. This section of the bill provides encouragement for the necessary early start in foreign language learning and offers incentives for the equally important aspect of reinforcement of learned skills through program continuity throughout the high school years. The model programs segment is important for the incentive it will lend to the development of creative and imaginative techniques and approaches to foreign language teaching.

Sections 3 and 4. These sections recognize and encourage the role which colleges and universities must play in reversing the present deficiencies in our foreign language capability as a nation and at the same time require a clear, realistic, and welcome institutional commitment to that role at the outset by requiring a reasonable percentage of the institutions' total enrollment to be already registered in foreign language coursework before funding will be made available. This is as it should be, for the institutions themselves should demonstrate their own sense of priorities in this respect as well as their own sensitivity to an urgent national need before being considered eligible for federal funds.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

In encouraging foreign language requirements by colleges and universities, the bill responds appropriately to the Perkins Committee Report opinion that these requirements should be reinstated in school, colleges, and universities throughout the country. I am aware that there are those in our profession who are not as enthusiastic about the reinstatement of such requirements, citing lack of motivation and even outright hostility to the learning process in many students who are forced against their will into language study. Indeed, we should like nothing more than larger numbers of students who come to us fully committed to the study of foreign languages and highly motivated to undertake it. And that day may well come, especially if contact with and experience of a foreign language is begun regularly in the earliest years as a result of such incentives as H.R. 3231 will provide. As with so many things, accepted curricula and ideas of adequate education result from accepted patterns which develop firmly over time, although they never become inflexibly unresponsive to a felt need for change. Historically, there has been no real pattern, no established tradition of comprehensive foreign language study in our schools on which we can rely. If the plant does not grow on its own, then the seeds must be resown and cultivated carefully until foreign language is accepted as a normal and essential part of education in this country. And if, as I suspect, one of the effects of requirements at the college and university levels is to move students to begin their study of a language in the lower schools long before they reach college, so much the better, for a good early experience will determine their later attitude towards foreign languages and make college and university programs more meaningful, substantive, efficient, and enjoyable for all.

Finally, the support provided by the bill for study beyond the second year is absolutely essential. Whether we in the profession promised too much under what used to be a more or less traditional two-year foreign language requirement, or whether our clientele simply expected too much, the discontent of many who studied a language for four semesters and then complained that they were unable to function adequately in that language is understandable, but, I believe, partly distorted the degree of effectiveness of the coursework. Most specialists agree that a minimum of three to four years of study at the college level in our educational system, where students spend perhaps an hour a day in an artificially constructed foreign language milieu, only to leave it again almost completely for the remaining twenty-three hours, are necessary for any degree of proficiency. At the third and fourth-year levels, where enrollments are small and budgets lean, such support as this bill provides is indispensable.

I want to thank you once again, Mr. Chairman and members of the Subcommittee, for this opportunity to express opinion on this important and sorely needed legislation. On behalf of Wayne State University and the Association of Departments of Foreign Languages, I offer enthusiastic endorsement and support of H.R. 3231.

PREPARED STATEMENT OF DR. WILLIAM GREENE, DIRECTOR, INTERNATIONAL/INTERCULTURAL EDUCATION, BROWARD COMMUNITY COLLEGE, FORT LAUDERDALE, FLA.

Mr. Chairman, Members of the Subcommittee, I am William Greene, Director of International Education at Broward Community College. Broward Community College is a large, multicampus institution serving the metropolitan Fort Lauderdale, Hollywood, and Pompano Beach areas of Southeast Florida. I also serve as the Executive Committee Chairman of the Florida Collegiate Consortium for International/Intercultural Education. This Consortium, comprised of 12 colleges and universities in Florida, was created in 1977 for the purpose of encouraging and coordinating international education efforts among institutions of higher learning in Florida.

Perhaps as much as any state, Florida can serve as an excellent example of why an increased emphasis on foreign language and international studies is of critical importance to the United States. Several facts can be cited as evidence of the increasing international character of Florida:

More than 40 nations maintain consulates in Florida.

Florida has established international trade bureaus in Frankfort and Tokyo.

13 international ports have been established in Florida by the United States Customs Bureau.

Hundreds of international flights operate daily from Florida airports.

More than ½ million non-U.S. citizens currently reside in Florida.

Direct foreign investment in Florida exceeds 1 billion dollars.

In 1980, exports from Florida ports exceeded 10 billion dollars while approximately $6 billion in imports entered the United States through Florida. This represented a 40% increase over 1979.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

In 1980, over 2 million international visitors came to Florida.

Almost 15,000 foreign students are enrolled in Florida colleges and universities.

It must also be noted, however, that the rapid internationalization of Florida has occurred concurrently with the development of problems unique to the state. The recent influx of refugees from the Caribbean into South Florida has created enormous economic and social problems and has contributed to a backlash against anything "foreign." This has served to hamper efforts to promote international understanding. At a time when Florida's future is largely tied to international developments, growing numbers of Floridians have become resentful of the multicultural nature of our population.

It is clear that an increased emphasis on foreign language education and international studies is in the national interest. It is not necessary for me to add to the vast and growing body of evidence that supports this premise. Mr. Simon has provided us with a powerful statement in his excellent publication, "The Tongue-Tied American." Our national security, both military and economic, is indeed at stake. It is vitally important that schools, colleges, and universities in the United States acknowledge their responsibility to educate future generations of students to live and function effectively in an increasingly interdependent world. The foundation of our democratic society requires no less because, for us to survive as a democracy, we must have an educated citizenry.

In view of the current situation, H.R. 3231 can be an important step in helping to reverse the serious decline in this nation's foreign language capabilities. Moreover, it is entirely appropriate as it addresses the federal responsibility to encourage programs and efforts that are in the national interest.

While the economic incentives provided by H.R. 3231 will undoubtedly encourage foreign language study at all levels of education, I think it is important to repeat the well-known cliché that "money alone is not enough." Foreign language study desperately needs strong support and encouragement from all segments of education. School and college administrators, faculty members, and guidance counselors must provide leadership if we are going to reverse the downward trend in foreign language enrollments. Academic programs for all majors should be re-examined to leave room in the curriculum for foreign languages and international studies. We must overcome ignorance and indifference if we are to succeed—but this has always been the challenge for education.

There have been some encouraging developments that can be cited as evidence that we may be on the verge of a resurgence of interest in foreign languages. Growing numbers of colleges and universities are reinstituting foreign language requirements for graduation, and several have adopted or are considering foreign language requirements for admission. Many national organizations and associations are providing leadership by focusing attention on the seriousness of the problem. Regional and national consortia have been formed to promote international studies, foreign languages, and study-abroad programs. Community colleges have assumed a major role in advocating and developing international education programs. H.R. 3231 is appropriate in its timeliness as it will complement and encourage these efforts.

H.R. 3231 represents an ambitious beginning. It is important, however, that we not lose sight of the overall objective—that of advancing our knowledge of other peoples and cultures. Foreign languages are an important tool for increasing global awareness, but they should not be viewed as an end product. A recent study conducted by the Council on Learning revealed little correlation between language proficiency and world knowledge. The study concluded that, among U.S. college students, no relationship exists between the level of global understanding and proficiency in a modern foreign language.

This study presents us with a serious dilemma. It documents the lack of interest in foreign language study by U.S. college students. But it also reports that while large numbers of students have studied a foreign language at some time (most often in the ninth and tenth grades), only seven percent of those students surveyed possess adequate conversational skills in a foreign language. This unfortunate reality raises serious questions about the effectiveness of foreign language instruction in our schools and colleges. Many prominent educators and national leaders, as well as the President's Commission on Foreign Language and International Studies, have urged that conversational skills be emphasized in foreign language courses. It is also apparent that some integration of foreign language instruction with cultural and international studies is desirable. We must do more than just expose increasing numbers of students to foreign language courses: We must explore alternative approaches to instruction.

While I am in complete support of the intent of H.R. 3231, I do have some specific concerns about the impact it might have on foreign language instruction, especially

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

as it relates to community colleges. These institutions are of great importance as over half of all entering freshmen in the United States enroll in community colleges.

(1) H.R. 3231 would certainly lead to increased enrollments in foreign language courses, and would provide incentives to train increased numbers of foreign language specialists that are so vital to this nation's future security. At the postsecondary level, however, the greatest impact would occur at 4-year colleges and universities. The 5 percent minimum enrollment figure referred to in Section 3 would effectively exclude many community colleges from deriving benefits from the bill.

(2) The additional incentive for students enrolled in foreign language courses beyond the second year does not benefit community colleges.

(3) While alternative approaches to foreign language instruction are encouraged at the elementary and secondary levels, the requirement that a foreign language course meet for at least 250 minutes per week might discourage innovative and nontraditional instructional approaches at the postsecondary level.

I would like to offer the following suggestions for expanding the beneficial impact of H.R. 3231:

(1) Community colleges should be treated separately from other postsecondary institutions, perhaps by encouraging model programs similar to those being sought at the elementary and secondary level.

(2) The 5 percent enrollment base should be replaced with a formula that rewards actual or percentage increases in foreign language enrollments.

(3) That part of the bill which provides increased assistance for the costs of foreign language instruction above the second year should be rewritten so as to permit two-year institutions to benefit when offering advanced language courses.

(4) An additional bonus should be included for students receiving foreign language instruction while enrolled in a study-abroad program. This would help institutions offset the additional costs of overseas study programs and would lead to increased student participation.

Mr. Chairman, in conclusion, I wish to express my appreciation for having been given the opportunity of appearing before this subcommittee today. The prospect of renewed federal initiatives in the area of international studies and foreign languages is exciting. I am optimistic that the schools, colleges, and universities of this nation can be enlisted in the effort to improve our global awareness.

For many years, educators and psychologists have referred to the term IQ as an index of intelligence. Perhaps it is time for us to consider a new term that will have special relevance for all levels of education, as well as for this nation's prosperty and security in the coming decades. We can call this new term IIQ—"International Intelligence Quotient." The IIQ of Americans is not very high. We must reverse this situation if America is to meet its international responsibilities, if American business is to survive in an increasingly competitive world, and if American citizens are to exercise responsibly their rights in a democratic society.

PREPARED STATEMENT OF MANUEL A. MENCIA, INTERNATIONAL REPRESENTATIVE, OFFICE FOR LATIN AMERICAN TRADE, FLORIDA DEPARTMENT OF COMMERCE

In my capacity as an international representative for the State of Florida Department of Commerce, I have had an opportunity to observe first-hand the detrimental effects that the inability of most Americans to communicate effectively in foreign languages has had on our balance of trade and our international prestige.

The overwhelming technical superiority that the United States enjoyed following World War II no longer exists, as even the quality of American products, long unchallenged, becomes more and more suspect in the eyes of our foreign clients. Yet the misconception that "English is the language of business", and thus that language skills and knowledge of foreign cultures are only a secondary consideration in the decision-making process of choosing international representatives, remains.

I believe this cultural myopia has created a self-enacted trade barrier more effective than any protective tariff ever established. While our competitors continue to succeed in penetrating even our most traditional markets due to their ability to adapt their product conditions to the cultural patterns of their target country, Americans continue to trasact business, as well as diplomacy, through interpreters. Consequently, it is no surprise that we are constantly outmaneuvered by our competitors in business deals where delicate, on-the-spot negotiations are necessary.

My area of specialty is Latin America and the Caribbean, and when we talk about competition in this area, I am referring not only to our traditional Japanese and Western European competitors, but also of Koreans, Brazilians, Taiwanese, etc., who are aggressively and successfully penetrating Latin American markets once consid-

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

ered our own backyard. Almost uniformly these competitors outstrip their American counterparts in the essential language skill resource.

The feeling in our business community too often has been that language skills and cultural awareness can be purchased as needed. In Latin America, where personal relationships play such a key role in the conduct of business, I have seen many monolingual Americans learn the sad lesson through lost opportunities and contracts, that the most important language for business is really the language spoken in the country of your potential client.

That English may be the most frequently spoken language in the business world is little consolation to a salesman trying to sell to a potential client in Venezuela who speaks only Spanish or to a Brazilian who knows only Portuguese, because while you can pass on price information and product specifications through an interpreter or printed literature, it is impossible to create the personal rapport so necessary to build a proper client-supplier relationship through a third party.

If you are familiar with the style normally used at the negotiating table, involving signals, proposal and counter-proposals, etc., it is easier to conceptualize the disadvantage under which an American must compete when relying on an interpreter for accuracy against foreigners who are usually capable of communicating quickly with one another.

The saga of South Florida's international development supports my contention that the development of foreign language skills is a hidden asset waiting to be tapped by our country and that language promotion is as beneficial to the American business community, and in turn to our economy, as is international business education or export promotion.

In 1980, as America continued to lose its position as the principal force in world trade, and while our national balance of trade picture was further clouded by a $32.3 billion deficit, the State of Florida was generating a $3.8 billion trade surplus and increasing the CIF value of its exports to a record $10.34 billion.

Approximately 70 percent to 75 percent of the total exports of Florida moved south to Latin America and the Caribbean. As a matter of fact, the role of Florida, and particularly the Miami area, in interamerican trade, has become so prominent that in 1980 approximately 30 percent of the total exports of the United States to Latin America (except Mexico) proceeded from Miami's Custom District 52.

There are many valid reasons why South Florida has developed from an area generally perceived as tourist-oriented and hostile to industry just a decade ago, into a principal center of Latin American trade and finance. No doubt our privileged geographic location and port facilities are among the foremost; but there can also be no denial that the internationalization that the area experienced in the past two decades as a result of a massive Latin American influx, created the conditions for a socio-economic milieu conducive to ever-increasing economic exchange with foreign countries.

I believe that the ever-growing, multi-cultural atmosphere that so changed the face of Miami, was also instrumental in generating our trade pattern with Latin America. Miami's multilingual capability created an ambience which permitted visiting Latin entrepreneurs to take full advantage of America's highly efficient service industries, of our banks and superior systems of communication and transportation without the necessity of having to function in an alien language. By parlaying a mere language skill, the ability of thousands of South Floridians to function both in Spanish and English, the Miami area has been able to attract Latin American business in such quantities that today foreign trade is not only our fastest growing industry, but also will soon be our largest.

A different phenomenon that has been occurring in the same Miami area can also serve as a microcosm to highlight the difficulties that Americans are facing in alien lands. I am referring to the ever-increasing difficulty that English-only speakers are having finding jobs in an area where foreign language skills are placed at a premium. (Today, one out of every four jobs in the Miami area depends on international trade and tourism.) Often, native Floridians have been forced to relocate to other areas due to their inability to compete for jobs where the ability to speak a foreign language is a distinct advantage. This is a sad state of affairs, and a poor reflection on our educational system, which has done little or nothing to address the problem, even in the face of evidence that proves that the study of language and international relations is essential due to the ever-growing interdependence of our world.

That is why I consider the passage of Bill H.R. 3231 of the highest importance. The bill provides the funding mechanism to help the local school systems and universities address this deficiency in our education system.

If America is to recover its way on the world market, we must develop a new generation of American Businessmen who can compete in equality of conditions

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

with their counterparts throughout the world. There is no better place to start working towards this worthy goal than the school rooms.

PREPARED STATEMENT OF WILLIAM R. FOLKS, JR., PROGRAM DIRECTOR OF INTERNATIONAL BUSINESS, UNIVERSITY OF SOUTH CAROLINA

My name is William R. Folks, Jr., and I am Program Director of International Business at the University of South Carolina. I am most appreciative of the opportunity to provide testimony regarding House Resolution 3231. In the first part of my remarks I would like to provide my general views regarding the importance of foreign language education as it relates to business and business education. In my view American companies engaged in international business suffer from a crucial deficiency: a general inability to communicate in the language and cultural frame of reference of foreign customers and clients. Abler individuals than I, including the Chairman of this Subcommittee, have so clearly documented this deficiency that it would be redundant of me to address this issue today. Rather, I would like to report on of an approach to removing this deficiency which would benefit greatly from the support engendered by this legislation.

There are three essential elements in the education of a culturally aware, communicating cadre of international business leaders:

(1) The provision of basic communication skills in at least one foreign language;

(2) The development of an in-depth understanding of the geographical, cultural, political, and economic structure of a country or region;

(3) The provision of first-rate undergraduate or graduate education in business administration, with a particular orientation toward the problems and opportunities of the international environment.

I cannot overemphasize the necessity of linking the three areas of education together in order to develop international managers. In particular, foreign language training in isolation can only have a limited impact on American international economic performance.

The University of South Carolina has been a leader in the development of entry level managers with the requisite international business, language, and cultural skills. With 193 students, our Masters in International Business Studies (MIBS) degree program is the largest program in international business accredited by the American Assembly of Collegiate Schools of Business, and the only accredited program to require that each U.S. national demonstrate or acquire capability in a language other than English. We currently offer programs in French, German, Portuguese, and Spanish, and are introducing new programs in Arabic and Japanese in June 1982.

In addition to our language requirement, we also arrange for our students to participate in a compensated six month internship program in a country and culture which utilizes the language which each has learned. I have attached a list of the progressive companies which support our operations to my written testimony.

In a day where the ultimate test of the viability of a particular mode of education is its performance in the marketplace, I can report that the business/cultural/language capability combination of our graduates has been well received. Graduates of our most recent Class of 1981 report a median starting salary of $25,000, with $30,000 as a maximum; parenthetically, only a small number of our graduates had any meaningful business experience prior to entering the program.

The evidence thus suggests that American businesses are indeed interested in the development of entry level personnel with language skills. Why, then, is it necessary to seek governmental support for foreign language education, and, if the case for support is made, what form would that support take?

I believe that the answers to these questions lie first in the present and future technology of foreign language education. Currently, instruction in foreign language is labor intensive, requiring low ratios of faculty to students to be effective. Further, to the extent that there exists a payoff to the addition of capital, in the form of laboratory equipment, or computer assisted instruction, an environment of stable or declining enrollments creates administrative reluctance to acquire the necessary resources. Such reluctance is particularly apparent in the less commonly studied languages, and has materially impeded our efforts to develop business and language programs in Japanese and Arabic. Enrollment based funding as envisioned in House Resolution 3231 would increase significantly the resource base for exploring and implementing new creative approaches to language education.

A second major benefit of enrollment based funding, particularly if coupled with funding for universities requiring language instruction for all students, develops from the patterns of exposure to the initial foreign language learning experience observed in our students. Very few students in our graduate MIBS program obtain

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

their initial language instruction during our program. Most have some prior background in language. We have had great difficulty convincing business undergraduates who have never studied language to do so for the first time. In my view, an earlier exposure to language is vital if we are to overcome this reluctance.

I of course strongly endorse the approach taken in House Resolution 3231, and would only make one or two minor comments on the mechanics of the bill itself. In my view it would be more appropriate to provide higher levels of support for the skill building language courses (the basic courses and advanced conversation and grammar courses) rather than support for the traditionial literature courses normally taught at the upper level. The national need addressed by the legislation is the lack of trained businessmen and diplomats, a deficiency remedied by building up general skills rather than literary ones. Further, I would certainly prefer a reallocation of rewards to schools concentrating in the less commonly taught languages, which would guarantee that funds provided under the legislation would be more readily channelled to areas where we are woefully inadequate.

However, even without these changes, I believe the legislation is worthy of your support. Thank you again for the opportunity to present my views, and I would be happy to respond to any questions which you might have.

PREPARED STATEMENT OF RICHARD M. BURTON, ASSOCIATE PROFESSOR OF BUSINESS ADMINISTRATION, DUKE UNIVERSITY; VISITING PROFESSOR, UNIVERSITÉ D' AIX-MARSEILLE, FRANCE, 1975, 1976–77; AND VISITING PROFESSOR, ODENSE UNIVERSITY, DENMARK, SUMMER 1978

American businessmen are becoming less dominant in international and multinational business.

This is particularly true for lower and middle level managerial positions. Americans have the technical skills and the ability, but are lacking in language skills and cultural understanding. Executives from many other countries with equal ability and technical skills have a much better understanding of international culture and foreign languages which serves them well in business. The conclusion in obvious. These positions are increasingly being filled by others.

American corporations put a good face on this situation "we hire local nationals, wherever possible." Their experience is that American executives and their families who go abroad are usually not very productive and are expensive. It is a situation which can be changed, but only through action.

The long run implications are also clear. The next generation of top level businessmen will be non-American. It is not a particularly encouraging prediction. Further, unless actions are taken to encourage the study of language and culture such as H.R. 3231, these conditions will continue, and continue to grow to our comparative international disadvantage.

We need a revived effort in the study of foreign language—not only for an understanding of language and literature but for international business and our important role in it.

PREPARED STATEMENT OF DR. CRAIG PHILLIPS, NORTH CAROLINA STATE SUPERINTENDENT

It is ironic that, as our society's need for improved foreign language skills has increased, our attention to and emphasis on this matter in our schools has decreased. Our students must be afforded the opportunities to become global citizens through foreign language education; ours is a world in which individuals and groups are affected by international activity, thinking and communication. Foreign language education is not just preferable, it is essential to the preparation of citizens who can function and contribute in the world community.

Let me share with you some statistics, which, when juxtaposed, provide shocking contrasts:

80 percent of the world's population speaks Chinese, Japanese and Arabic; Conversely, only 1 percent of our public school students are enrolled in these language courses nationwide;

One out of six American citizens owes his job to foreign trade; but sadly; Americans lose out on one hundred thousands jobs a year because they do not know a second language.

Foreign language study in our schools can no longer be considered a frill. We can no longer rationalize our neglect in this area by saying, "English is the number one language," or "Foreign languages are not required for college anyway." Our stu-

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

dents simply must be equipped to communicate with other people of varying nationalities to understand the problems which the citizens of the world community share.

Research on foreign language education indicates that:

Students learn their own and foreign languages best before age 10 (Renfield, 1971);

Students enrolled in foreign language courses tend to become more verbal;

Students who are more verbal score higher on general achievement tests (ERIC studies);

Language proficiency accounts for 50 to 80 percent of the variance on tests of all types: IQ, personality, achievement, math and aptitude (Oler et al., 1978).

Foreign language proficiency means more than higher test scores. Foreign language proficiency means jobs. In North Carolina alone, 1600 businesses operate on an international level. Four hundred forty-five of these deal in importing and exporting, and 109 foreign companies have established their businesses on North Carolina soil. Not only our public school systems, but also our business communities must join in the effort to recognize the need for and promote the hiring of employees with foreign language proficiency. Business-related jobs, couples with ever increasing tourism dictate that foreign language education be reaffirmed and reemphasized in our schools. From 1972 to 1981 the number of foreign tourists on American soil grew from 13.1 million to 24 million, with an influx of 11.4 million from our neighbors in Canada, 3.2 million from Mexico, 1.1 million from Japan, half a million from Venezuela, one third million from France, and almost 6 million from other nations. The necessity to communicate with people from other nations has come to us. It is here; we do not even have to leave North Carolina to feel its impact.

What can we do to prepare our students to live in the world community? There are several steps which must be taken:

First, we must learn from our neighbors in the world community. They take foreign language education much more seriously then we do and the results are obvious in math, science and industry.

Second, our secondary schools and institutions of higher learning must adopt a more rigorous academic approach which includes increasing the number of foreign language offerings and the number of years thay may be taken. (Did you know that only 8 percent of American colleges and universities now require a foreign language for admission?)

Third, more foreign language teachers must be trained.

Fourth, foreign language education must begin earlier than high school. Our elementary school children are eager and receptive.

National legislation has helped science, math and vocational studies, and it has addressed the needs of our "special" exceptional children. House Bill 3231 offers the chance to improve foreign language education through the combined use of federal, state and local funds. Together, these monies, the concerned educators who administer them, and foreign language teachers will be able to help North Carolina's elementary and secondary level students as well as students at the post secondary level.

Foreign language study is no longer the isolated intellectual pursuit of our very best students. Foreign language competency is an ever growing essential in our daily lives. Together, this bill and North Carolina educators can increase the preparation needed for our students to participate in the business, culture, industry and knowledge of the world community.

PREPARED STATEMENT OF PHILIP STEWART, CHAIRMAN, DEPARTMENT OF ROMANCE LANGUAGES, DUKE UNIVERSITY, AND VICE PRESIDENT, AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

Mr. Chairman, Honorable Congressmen, and guests: As H.R. 3231 recognizes, nothing less than a national program targeting all age groups is likely to give the needed impetus to language learning and move us toward a public attitude that naturally assumes and promotes its value, as is the case in many European countries. It is well known that children are better language learners than adults, and it is to them that language teaching is least available in today's educational picture.

I would like to direct my remarks, however, to the particular importance of the role played by language requirements in the colleges, for its effect is far greater than is sometimes realized. Rather than cite statistics on this subject, which have already been compiled by the Presidential Commission and other professional and governmental agencies, let me devote my brief remarks here to the broad implications, as I see them, of this particular issue. As you know, by the late 1960's many of the colleges which previously required languages for graduation had weakened or eliminated that requirement; and while that trend seems to have halted a few years

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

ago, and even reversed, it has not brought the level of language enrollments back to where it was: re-instituted requirements are usually not as demanding as were their former versions. The consequence has been an unfortunate weakening of language offerings in the secondary schools.

This is, of course, perfectly understandable from the point of view of secondary school administration. High school budgets are strained, and their priorities are going to be determined, at least in those schools which prepare substantial numbers of their students for college, by what the colleges themselves demand by way of adequate preparation. If the message seems to be that language training is unessential to a college education, then secondary language programs are vulnerable to trimming. That is what has happened, not only in terms of total student hours in language classes but in terms also of variety of instruction. Relatively few schools now offer any Russian or German at all, for instance; and frequently French and Spanish offerings are reduced to just two years instead of four or five, or worse yet to just one language. By the same token, high school students are not urged by their counselors, even those who personally would favor language training, to make sure they at least get started in a language or satisfy their language requirement in advance of college matriculation.

In short, the question of college language requirements is a major influence on secondary school language offerings and course enrollments. The bill under consideration quite rightly places great emphasis on the college question, and for reasons that thus go well beyond the statistics relating to college-level study alone. There are probably very few colleges and universities which now require the two years of post-secondary credits which the bill would promote under Sec. 4. (a)(1); a significant inducement of this kind should be tried. The provisions of Sec. 3. would even more generally encourage colleges to fill their language classrooms, not only by scaling the federal support to the enrollment levels, but by augmenting it in function of the attainment level of those enrollments.

The less commonly taught languages are almost exclusively limited to universities. Although no one doubts their importance to the national interest, the universities, also for financial reasons, have difficulty staffing such courses with their predictably low enrollments. In my opinion, the subsidy increment proposed in Sec. 3(b)(2) would go a long way toward offsetting that burden, and therefore toward multiplication of the courses available in such designated languages.

That is the perspective of a teacher in a college language department. I am pleased to be accompanied here today by two colleagues in other schools of my university, who can speak to their concerns in domains of their own professional competence.

BOARD OF EDUCATION OF THE CITY OF NEW YORK,
Brooklyn, N.Y., October 5, 1981.

Hon. PAUL SIMON,
U.S. House of Representatives,
Washington, D.C.

DEAR CONGRESSMAN SIMON: I write to express my support for H.R. 3231, the Foreign Language Improvement Act, as well as my appreciation for your long-standing efforts to increase the study of foreign languages by Americans.

I am personally aware of the sense of heritage and tradition which the study of languages can provide. As the chief administrator of the public school system in the world capital of New York City, I am especially cognizant and supportive of the need to provide students with the foreign language skills necessary to interact in the world community. The New York City Board of Education, at my request, recently approved a one-year foreign language study requirement for the high school diploma, and curriculum is being developed with which to implement it.

Although I strongly support the intent of the Foreign Language Improvement Act, I must urge that elementary and secondary schools receive a fairer share of the Federal funds. The proposed appropriation inordinately favors higher education and fails to recognize that programs at both levels are critical in addressing the problems which you have identified, offer equally important approaches, and therefore deserve equivalent appropriations.

Foreign language skills are best learned in the critical early years of a child's life. But there is much to be done in the classroom if elementary and secondary schools are to rebuild once strong foreign language programs. The New York City Public Schools might use new program money to create teacher training centers, develop coordinators for elementary school programs, and introduce programs in the rarer languages in secondary schools.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

I respectfully request that these remarks be included in the hearing record of the Sub-Committee on Post-Secondary Education. Please contact me if I can provide further information or assistance.

Sincerely,

FRANK J. MACCHIAROLA, *Chancellor.*

PALO ALTO, CALIF., *September 25, 1981.*

Hon. PAUL SIMON,
Chairman, Subcommittee on Postsecondary Education, U.S. House of Representatives, Cannon House Office Building, Washington, D.C.

DEAR CONGRESSMAN SIMON: I would appreciate the following statement being entered as testimony in support of H.R. 3231. I had planned to present it during your field hearing in San Francisco on September 28th, but the cancellation of that meeting has prompted my writing to you.

My opinions are from the perspective of an educator and a parent: my doctorate is in French (I have headed the French program at Cabrillo College in Aptos, California for nine years) and I am a parent of five children and active in local school and city politics.

As a Community College language instructor, the needs for enhanced language ability in our county are apparent. You are well aware of the low percentage of high school and college students enrolled in foreign language courses nationwide. In Santa Cruz County, there exists a large Spanish-speaking population. We are also a County in which tourism plays a great role. And finally a sizeable number of Indochinese refugees have settled here recently. How much more humane it would be, and how much better for the local economy if social service workers, public safety officers, and those in key guest-contact positions in hotels, motels, restaurants, and tourist attractions had received training in the foreign languages and cultures of those whom they serve. Legislation such as 3231 might help fund new K-12 programs in the foreign languages and cultures, and if such a provision were made, might help public Community Colleges such as Cabrillo develop intensive workshops for those already in the field but lacking foreign language skills. Currently, enrollment growth is not well-funded in the California Community College system, and we are in the position of turning away students each semester rather than expanding to meet community needs.

From the perspective of a parent, I would also urge passage of this bill. Public School systems, specifically in California but I would assume nationwide, are in a very poor financial position. I have worked during the last year and a half on the Long Range Planning Committee of the Palo Alto Unified School District in devising plans for the coming decades. Even with my experience and strong convictions, and in an excellent school district, I have seen little support for even considering the inclusion of foreign language classes in elementary schools. Indeed, the trend has been one of cutting back on lesser taught languages (such as Latin, German, and Japanese) in grades 7-12. The possibility of funding for such curriculum addition, might be the one hope here. Three years ago, I arranged for French classes to be offered in the elementary school my children attended, before school and with parents paying for the program. There was such great parent interest that now essentially all fourteen elementary schools in Palo Alto offer one or more for languages. But this is still before or after school, and the parents are paying for the classes. What a shame that school administrators can't see a way to add foreign language to the elementary school curriculum. Even when considering a new middle school structure that would add grade 6 to the grade 7 and 8 school now existing, administrators appear more concerned with articulation with high school classes, than with the possibility of enriching the program for 6th graders. It is in part this type of limited approach which has caused us to place our children in private schools this year, where foreign languages are part of the daily curriculum from kindergarten on. Clearly a need exists for legislation such as yours if the majority of our children are to receive foriegn language instruction.

A third set of comments I would like to make concern teacher training. I would hope some provision in your legislation might provide for Workshops to update the skills of foreign language teachers. I have been trained by John Rassias at Dartmouth and have assisted in teacher training workshops. I would like to think that teachers in new programs which might receive monies from 3231 would have in their repertoire some teaching methods which have been proven successful. With declining enrollment, the pinch of inflation, and, in California, the effects of Proposition 13, in-service workshops for teachers are becoming ever more rare. Such a provision could help insure more successful implementation of new programs.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

I thank you for the opportunity to place these comments in the record, and would be available to help in any way and to give any further information deemed useful.

Respectfully,

DR. BETTE G. HIRSCH.

FORD MOTOR CO.,
FORD INTERNATIONAL AUTOMOTIVE OPERATIONS,
Dearborn, Mich., October 7, 1981.

Hon. PAUL SIMON,
House of Representatives, Committee on Education and Labor, Cannon House Office Building, Washington, D.C.

DEAR MR. SIMON: Mr. D. E. Petersen has asked me to reply to your letter of September 4, 1981, regarding foreign language study in the United States.

I personally share your concern about the national decline in the study of foreign languages and cultures.

At Ford Motor Company, our basic operating philosophy is to fill management positions in our foreign subsidiaries with as many local national employees as possible. We assign U.S. and third-country national employees overseas only when qualified local nationals cannot be hired or when it is judged to be in the best interest of the company. English is the "LINGUA franca" of Ford, but if an individual best qualified for a specific foreign assignment does not speak the language of that country, the company arranges for appropriate language training.

In some countries where Ford does not maintain operating affiliates, the language and culture problems cannot be dealt with so easily. This is particularly true of the so-called "hard" language areas in Asia, the Middle East and in Eastern Europe. As a multinational corporation, Ford employs a number of management-level personnel who are native speakers of these "hard" languages and also fluent in English. Rarely have we found native-born Americans who possess fluency in these languages and who also have management abilities or expertise in some aspect of the automative industry. It is precisely this combination of foreign language ability and business expertise (as opposed to language fluency alone) that is now needed and will be required even more in the future by U.S. companies if they are to compete successfully in these markets.

Incentives for foreign language study seem likely to increase the pool of available talent in this country, to the benefit of both U.S.-based corporations and the U.S. Government. H.R. 3231, by offering such incentives, must be counted as a major step forward toward this goal.

Thank you for permitting us to comment on the proposed legislation. I hope that the Ford experiences and practices in this area will be useful information for you.

Sincerely,

JOHN MCDOUGALL,
Executive Vice President.

STANDARD OIL CO. (INDIANA),
Chicago, Ill., September 21, 1981.

Hon. PAUL SIMON,
Chairman, Subcommittee on Postsecondary Education, House Committee on Education and Labor, Cannon House Office Building, Washington, D.C.

DEAR MR. CHAIRMAN: Thank you for writing in connection with H.R. 3231, the National Security and Economic Growth Through Foreign Language Improvement Act.

Standard Oil Company (Indiana) shares your concern about the quality of foreign language education in this country. Our company is involved worldwide in well over forty countries and depends greatly on the goodwill of those countries. Much of that goodwill derives from our ability to communicate effectively with the host governments and nationals of these countries. Needless to say, language plays a major role in that process.

In talking with our people I find that they feel most strongly about part 3 of your bill (on page 2) which states that foreign language is a key tool in understanding the "history and culture which influence the perspectives, values, and attitudes of the people of other countries." We find this to be particularly true in the Arab world where expectations run high and sensitivities are deep. While we have no illusions that many of our employees will actually learn Arabic, we do think that exposure to the language goes a long way toward familiarizing them with the Islamic heritage

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

and civilization. That counts for a great deal and is very important to our business. The same holds true for other non-Western parts of the world.

Closer to home and of particular relevance, Latin American and its generally Spanish heritage need concentrated attention. Very special efforts should be made in this area, not only for our relations with Central and South America, but for the obvious domestic reason that Hispanics will become an increasingly important force here at home.

For all of these reasons, the United States can no longer afford to remain a monolinguistic nation, expecting the rest of the world's peoples to adjust to our ways. Thus the need for Americans to learn foreign languages is more urgent than ever. Toward this end, you will be interested to know that some of our people are working with the Illinois Foreign Language Teachers Association in furtherance of mutual goals, and that one of our foreign affairs specialists is the keynote speaker at the association's October 2 meeting here in Chicago.

We appreciate your efforts in behalf of a renewed dedication to foreign language studies at the elementary and secondary school levels.

Sincerely,

RICHARD M. MORROW, *President.*

YOUNG & RUBICAM INC.,
New York, N.Y., September 22, 1981.

Congressman PAUL SIMON,
House of Representatives, Committee on Education and Labor, Cannon House Office Building, Washington, D.C.

DEAR CONGRESSMAN SIMON: This is in response to your letter to Mr. Ney dated September 4 concerning H.R. 3231. We certainly support this bill and its purposes. In our International operation we have often come across the shortcoming that your bill is attempting to correct: the inability of citizens of the United States to speak foreign languages.

The only addition to your excellent bill that we would suggest is for continuing education. We do believe in the purpose of your bill which, as we understand it, is to increase the teaching of foreign languages in secondary schools and colleges.

However, there are a vast number of Americans who have graduated from college and cannot speak foreign languages. Many of them are in business. Many of them would benefit from language training, even though they have completed their formal education. We realize this would change your bill somewhat but we do think it's important not to write off that large number of U.S. citizens now in business who have completed their formal education and who would benefit from such a program. We think obviously that the country itself would be the ultimate beneficiary.

We thank you for asking our judgments and wish you great good luck with the bill.

Sincerely,

MARK STROOCK, *Senior Vice President, Director of Corporate Relations.*

OGILVY & MATHER INTERNATIONAL,
New York, N.Y., September 8, 1981.

Hon. PAUL SIMON,
Chairman, Committee on Education and Labor, Subcommittee on Postsecondary Education, Cannon House Office Building, Washington, D.C.

DEAR CONGRESSMAN SIMON: I applaud your attempt to reverse the decline in language studies in the United States.

The ineptitude of Americans (including me) in foreign languages is an embarrassment for our country. It contributes to our image of arrogance.

Ogilvy & Mather has offices in 34 countries, most of which are non-English speaking. Many of our people express wishes to work in other lands, little realizing that fluency in the local language is a requirement—an example of arrogance.

Actually, our shortcomings in language ability have not affected our operations all that much, since we think it wise to have our offices largely staffed by nationals. But that it neither here nor there. As a country, we must become more proficient in foreign languages.

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

My only comment on your bill H.R. 3231 is that the incentive strikes me as too small to get the job done.

Sincerely,

JOHN ELLIOTT, Jr., *Chairman.*

PHILIP MORRIS INTERNATIONAL,
New York, N.Y., September 10, 1981.

Congressman PAUL SIMON,
House of Representatives,
Cannon House Office Building,
Washington, D.C.

DEAR CONGRESSMAN SIMON: Thank you very much for your letter of September 4 addressed to Mr. Clifford Goldsmith. You have hit upon an issue close to our hearts. The lack of language training of Americans is a broad social issue, but one whose impact is dramatic in the international business sector.

Our international operating company is our nation's largest consumer goods exporter. There are several factors which inhibit us from using as many Americans abroad as we would like. Among these are tax disincentives and the cultural and language deficiencies of Americans. Certainly, your point that language training deficiencies have severe security implications for the nation is well taken. From our perspective, it has at least equally severe economic ramifications.

Language trained, culturally attuned to the rest of the world Americans is a most scare resource. It need not be that way; it should not be that way.

Please be assured you have our wholehearted endorsement of the premise of your bill, and do not hesitate to let us know what we can do to be of assistance to you in this area.

Sincerely yours,

ANDREW WHIST,
Vice President, Corporate Affairs.

DOYLE DANE BERNBACH INC., ADVERTISING,
New York, N.Y., September 22, 1981.

Hon. PAUL SIMON,
U.S. House of Representatives, Committee on Education and Labor, Subcommittee on Postsecondary Education, Cannon House Office Building, Washington, D.C.

DEAR MR. SIMON: Mr. Bernbach has asked me, as International Creative Director of Doyle Dane Bernbach, to respond to your letter.

I agree completely that Americans doing buisness abroad are significantly disadvantaged by poor and insufficient training in foreign languages. There is always a subtle, but distinct, loss of the "upper hand" when one cannot make oneself understood.

My personal feeling is that the quality of foreign language instruction is even more important than the quantity. While your bill is extremely worthwhile in its purpose, I feel that it could be enhanced dramatically by building in a number of quality guarantees.

For example, the bill could require:

1. Native instructors in the foreign language.
2. Classes conducted strictly in the foreign language.
3. Some required period of time in the foreign country.
4. A comprehensive final examination leading to a special degree (Bachelor of Language, Master of Language).
5. An exchange program with leading universities in other countries.
6. Grants to major professional organizations (American Bar Association, American Medical Association, The Association of American Advertising Agencies, etc.) to provide special, professional foreign language training.
7. Similar inducements to Diplomatic and military personnel, If they do not already exist.
8. Foreign language programs that model themselves after the most successful commercial programs.
9. Cable TV channels to provide foreign language instruction.

Finally, I think we have to understand that the reason most Americans have not mastered a foreign language is that it has not been necessary or even useful for us do so. Worse, we consider it a flaw if others don't speak our language. ("What's the matter with you? Don't you speak English?")

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9

A laudable bill such as yours must, I feel, try to make mastery of foreign languages both economically and socially desirable from the perspective of the students themselves or it cannot succeed.

We are grateful to have had this opportunity to comment on this important legislation, and wish you great success with it.

Cordially,

ROBERT H. LEVENSON,
Vice Chairman.

MCDONNELL DOUGLAS CORP.,
St. Louis, Mo., October 5, 1981.

Hon. PAUL SIMON,
House of Representatives, Committee on Education and Labor, Subcommittee on Postsecondary Education, Cannon House Office Building, Washington, D.C.

DEAR MR. SIMON: This is in response to your letter of 4 September 1981 to S.N. McDonnell, Chairman and Chief Executive Officer of McDonnell Douglas Corporation, requesting comments on H.R. 3231. Mr. McDonnell appreciates your referring this matter to him, and he has asked me to respond in my capacity as Corporate Vice President—Personnel.

We agree that a significant increase in foreign language instruction within the educational institution would benefit both the public and private sectors of our nation.

It is our recommendation that H.R. 3231 be modified to stress the features which will increase the number of individuals studying a foreign language rather than the funding for the development of new model programs. With this thought in mind, it is recommended that the changes noted on the attached copy of H.R. 3231 be incorporated.

We congratulate you on your investigation of this serious national problem. Please let me know if we can be of further assistance in review of this bill or in any other way.

Sincerely,

J. H. MACDONALD,
Corporation Vice President—Personnel.

COMPTON INTERNATIONAL,
New York, N.Y., October 9, 1981.

Hon. PAUL SIMON,
Chairman, Committee of Education and Labor, Subcommittee on Postsecondary Education, Cannon House Office Building, Washington, D.C.

DEAR MR. SIMON: This is in response to your letter of September 4 to Mr. O. Milton Gossett seeking Compton's support for H.R. 3231.

Please rest assured you do have our company's complete support. As an international company, we are deeply concerned by the woeful lack of adequate foreign language training in our U.S. educational system. In fact, we believe this is one of the several reasons why the U.S. is falling behind other countries in international trade.

Our only suggestion to you would be to increase the appropriation, if at all possible, particularly at the secondary school level. Eighty million dollars strikes us as being a case of too little, too late.

Good luck. Please continue the fight.

Most cordially,

JAMES R. ADLER,
President and Managing Director.

○

Approved For Release 2007/11/21 : CIA-RDP83M00914R002100150035-9