



Developing the China Connection through Educational Programs

An initiative proposal submitted to the Oregon Business Plan

31 October 2006

Representative Dennis Richardson
Dave Porter

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Developing the China Connection Through Educational Programs

Think China. What will China's impact be on Oregon's economy and on the lives of Oregon students and residents over the next fifty years? Whether today's students are doing business with China, cooperating with China, competing with China or even conflicting with China, its impact on Oregon will be enormous. All of today's students—whether they become doctors, lawyers, teachers, artists, farmers, dentists, computer programmers, high tech engineers or business people—will be dealing with or affected by China every day of their lives. In sum, China will be a dominant force for economic development, for national security, and for peace. If the enormity of China's impact on Oregon, on America and on the world is destined to be a hallmark of the 21st century, Oregon students should be given every opportunity and encouragement to learn the Chinese language and experience China's culture, society and economic communities.

I. China Connection for Oregon's Economic Development

China is an enormous and growing business market. China has a population of at least 1.3 billion, approximately four times the United States. Since 1978, China has averaged 9.4% annual GDP growth. China's GDP will surpass that of the United States sometime during the next fifty years. Additional China economic facts include:

- 5-fold increase in total output per capita from 1982-2002
- \$61 billion in Foreign Direct Investment in 2004 alone
- Foreign trade of \$851 billion; third largest in the world
- \$750 billion in Foreign Exchange Reserves
- Second biggest oil importer
- China for the first time (2004) has surpassed America to export the most technology wares around the world. China enjoyed a \$34 billion trade surplus with the U.S. in advanced technology products in 2004. In 2005, the surplus increased to \$36 billion
- Low cost, vast manpower reserves combined with financial and technological strength of rich neighbors
- China has about \$1 trillion in personal savings and a saving rate of close to 50%; U.S. has about \$158 in personal savings and a saving rate of about 2%
- Shanghai boasts 4,000 skyscrapers – double those in New York City
- Songbei, Harbin City in North China is building a city as big as New York City
- Goldman Sachs predicts China will surpass the U.S. economy by 2041
- Three hundred million, the size of the U.S. population, rural Chinese will move to cities in the next fifteen years; China must build urban infrastructure equivalent to Portland's every week to absorb them
- General Motors expects the Chinese automobile market to be bigger than the U.S. market by 2025. Some 74 million Chinese families can now afford to buy cars.
- China has more speakers of English as a second language than America has native English speakers.
- China has more than 300 biotech firms that operate unhindered by animal rights lobbies, religious groups, or ethical standards boards.

- There are 220 million “surplus workers” in China’s central and western regions. The number of people working in the United States is about 140 million.
- Apparel workers in the United States earn \$9.56 per hour. In El Salvador, apparel workers earn \$1.65. In China an apparel worker earns between \$.68 and \$.88 cents.
- China has 320 million people under the age of fourteen, more than the entire population of the United States.
- More people use the internet in China than in the United States

The economies of China and the United States have become more interrelated and intertwined each year. In 2005 the United States’ trade deficit with China exceeded \$200 billion. China put a lot of this trade surplus back into U.S. currency holdings and financial markets making the floating of our debt, public and private, very cheap. And some of the trade surplus funds flow back into China’s own economy as direct foreign investment, essentially using our financial markets to allocate domestic investment in China. China, by financing United States debt, contributes both to our strong housing market (our low interest rates) and to the role our military plays in policing the world (could we afford to spend what we do if China did not finance our debt).

China will become a source of many product innovations. China currently graduates 442,000 new engineers per year compared to only 60,000 new engineers per year in the United States. China also has 186 MBA programs. Higher Education in general is undergoing rapid growth in China. In 1998, China’s President Jiang Zemin called for the establishment of 100 first-class universities and 30 world-class research universities by 2020. Right now only four Chinese universities are recognized as meeting international standards: Peking University and Tsinghua (also known as Qinghua) (both in Beijing) and Fudan and Jiao Tong Universities (both in Shanghai). Since 1978 the number of higher education institution has nearly tripled from 598 to 1,731 (2004), with an average of 172 new institution per year since 2000. This is just the beginning of China’s higher education revolution. China plans to increase the entrance rate of the relevant age-group (19-21) from 13.3 percent in 2001 to 23 percent in 2010, to 40 percent in 2020 and to 55 percent in 2050. One planned outcome is that the share of those with higher education in the workforce is due to increase almost ten times from 4.66 percent in 2002 to 44 percent in 2050. The Chinese know that in addition to expanding they need to change the climate within higher education from conformity, discouragement of innovation and lack of academic freedom to individuality, encouragement of innovation and more academic freedom. China, thus, is poised to become a major source of new knowledge across all disciplines. Much of it will not be available immediately in English. From China’s new wealth of knowledge will come many new patents and products.

China with all its trade surpluses and personal savings could be a source of investment here in Oregon.

In setting strategic goals for Oregon’s economic development future during the twenty-first century, high in priority should be making Oregon the state in the U.S. most connected to China. Oregon could become the most Chinese tourist, Chinese investor, and Chinese business partner friendly state in the United States.

II. Chinese Language for National Security

Developing more fluent Chinese speakers is also important for U.S. national security. Chinese, along with Arabic, Russian, Hindi, Farsi and a few others, has been designated a “critical need foreign language” by the U.S. government. In January, 2006, President Bush launched the National Security Language Initiative to increase the number of Americans learning these critical need foreign languages. The State Department press release states: “Deficits in foreign language learning and teaching negatively affect our national security, diplomacy, law enforcement, intelligence communities and cultural understanding. It prevents us from effectively communicating in foreign media environments, hurts counter-terrorism efforts, and hamstrings our capacity to work with people and governments in post-conflict zones and to promote mutual understanding. Our business competitiveness is hampered in making contacts and adding new markets overseas.”

III. Chinese Language for World Peace

Some geo-political analysts see a growing commonality of interests with China. In the words of Thomas P. M. Barnett (from his Esquire article “The Chinese Are Our Friends,”) “few historic ends will ever come close to justifying such a wide array of means as the strategic alliance of the United States and China in coming decades. In this century, this partnership will define global stability just as much as the U.S.-British “special relationship” of the twentieth century did. It will be that important in its execution, that precious in its bond, and that profound in its reach.” Building such a “special relationship” will require many more American speaking Chinese and going to China.

Regardless of the nature of the relationship between China and the United States, it will be the pivotal security relationship of the twenty-first century. We need to prepare today’s students to interact with China. To do so, today’s students need to learn the Chinese language and travel to China.

IV. Current Status of Chinese Language Program in U.S. and Oregon

The U.S Department of Education in announcing its role in the National Security Language Initiative reported some statistics:

- More than 200 million children in China are studying English, a compulsory subject for all Chinese primary school students. By comparison, only about 24,000 of approximately 54 million elementary and secondary school children in the United States are studying Chinese.
- According to the Center for Applied Linguistics, only 31% of American elementary schools (and 24% of public elementary schools) report teaching foreign languages, and 79% of those schools focus on giving introductory exposure to a language rather than achieving overall proficiency.

- Only 44% of American high school students are enrolled in foreign languages classes as reported by the 2002 Digest of Education Statistics. Of those students, 69% are enrolled in Spanish and 18% in French, with less than 1% of American high school students combined study Arabic, Chinese, Farsi, Japanese, Korean, Russian or Urdu
- Less than 8% of United States undergraduates take foreign language courses, and less than 2% study abroad in any given year. Foreign language degrees account for only about 1% of undergraduate degrees conferred in the United States.

Although there is no existing report on Chinese language courses in Oregon, some Oregon schools are independently developing their own programs for their students to learn the Chinese language. Portland Public Schools has a Chinese immersion (half day Chinese, half day English) program at Woodstock elementary that started in 1997. In the Fall 2006 semester it doubled in size from one class per grade (25-30 students) to two classes (50-60 students). So far the double class is only kindergarten. One grade will be added each year as the students get older. Some of the students are now in middle school at Hosford Middle School. A high school component will be added at either Cleveland or Franklin High School. The Portland Public Schools may start another Chinese immersion program at another elementary school in the future. Franklin High School has one class of first year Mandarin and one class of second year Mandarin. Franklin also has several classes for heritage students (speaking Mandarin in their families) with high school subject matter taught in Mandarin. Cleveland High School has two first year Mandarin classes and plans for second year classes next year. There is a private elementary school in Portland, the International School, that has a full-day Chinese immersion program. In addition, the International School is discussing with other immersion private schools to create Chinese tracks at the middle and high school levels. Catlin Gable, a private preschool-12 school in the Portland area, introduced Chinese at all grade levels above one this year. The Episcopal School, a pre-K-12 private school in the Portland area, also introduced Chinese at its middle school and high school levels.

The Eugene school district 4-J is applying for funding for a K-12 Chinese immersion program at an unspecified location. The Corvallis school district had Chinese language classes several years ago, but dropped them for lack of student interest. The Beaverton School District this year added first year Chinese language classes (1-2 classes at each school) at three schools: Southridge High School, Stoller Middle School, and the International School of Beaverton (a public school currently with grades 6-9, eventually 6-12).

In Medford, St. Mary's School, a private institution, has recruited a teacher from a Chinese university. He is teaching Chinese to 65 St. Mary's students. In addition, Southern Oregon University is proposing to expand a relationship with his Chinese university to better serve our region.

There are probably more Chinese language programs unknown to the authors of this proposal. It is, however, unlikely that there are more than 100 students, probably less than 50, across Oregon high schools who have graduated with two years or more of high school Mandarin (not counting heritage students). The Oregon Department of Education

reports that for the 2003-04 academic year there were 32,972 high school completers with regular diplomas. 100 students would represent less than 1% (actually, 0.303%). 5% of high school graduates would have been 1,649 students.

At the college and university level, there is also no collected data on Chinese language studies. Courses in Mandarin are offered by many community colleges, colleges and universities. The Oregon University System does report the number of students studying abroad and the enrollment of international students. During the 2003-04 academic year 1,877 Oregon University System students studied abroad (2.25% of the total enrollment of 79,558). Of those 35 studied abroad in China (1.86% of students studying abroad and 0.044% of total enrollment). On the other hand, there were 637 students from Chinese speaking countries (China had 358 and Taiwan 279) for the fall 2004 Oregon University System headcount. That is about 0.8% of total headcount and 17.1% of the 3,724 foreign students studying in the Oregon University System. Japan had 685 students, South Korea 410 and India 315.

In September 2005, the University of Oregon's Center for Applied Second Language Studies (CASLS) and the Portland Public School District became joint recipients of a National Security Education program grant to oversee a K-16 Chinese Flagship program. It is the first of its kind in the nation that implements Chinese language learning from kindergarten to university (K-16) and will serve as an academic model for similar programs across the country. The grant award is expected to continue well into the future. The grant also includes fund for 15-25 scholarship per year for advanced Chinese learners at the University of Oregon. About ten started this Fall (2006). Students selected can choose from 134 different academic majors offered at the University of Oregon. In addition, students are required to take a set of core course taught exclusively in Chinese. Upon passing the Hanyu Shuiping Kaoshi (HSK), a Chinese Ministry of Education standard test, student will spend their junior year at the prestigious Nanjing University in China. There they will integrate into regular courses in their own major and exercise their language skills in an all Chinese environment.

Portland State University will receive support from the Chinese government in establishing a Confucius Institute. A visiting Chinese scholar will be at PSU teaching and providing academic and community programs. The scholars will rotate yearly.

V. Others Views on Chinese Language and International Education

The Committee for Economic Development in their 2006 report "Education for Global Leadership: The Importance of International Studies and Foreign Language Education for U.S. Economic and National Security" concluded: "The time to act is now. Keeping America's economy competitive requires that we maintain our position as leaders in the global marketplace, obtain a foothold in important emerging market, and compete successfully with countries that boast multilingual, multicultural, and highly skilled workforces. Keeping America safe requires that we strengthen our intelligence gathering and analysis, conduct international diplomacy and explain America's identity and values more effectively, increase our military's capabilities, and protect American

soil from global threats. Keeping America's education system strong requires that we provide our students with the tools they need to communicate and work with their peers overseas and at home."

The Asia Society report "Expanding Chinese-Language Capacity in the United States: What would it take to have 5 percent of high school students learning Chinese by 2015?" in its executive summary states: "Increasingly leaders across public and private sectors are recognizing the rise of Asia as one of the central facts of the twenty-first century. China, with its tremendous economic growth and emergence as a social and political leader in the region, is fundamental to this shift. Given these changes, the task of increasing the number of American students who can demonstrate a functional proficiency in Chinese is undeniably urgent. Interest in learning Chinese is steadily growing among American youth, but the number of existing school programs is small and the present infrastructure to meet this demand is weak. It is crucial that our national language investments go beyond the current support of language in higher education to include K-12 schools. We need to begin language study in the early grades, use more intensive research-based approaches, build on communities of heritage-language learners, and utilize new advantages that technology, easier travel, and virtual connection to schools in China allow."

The Commission on the Abraham Lincoln Study Abroad Fellowship Program in their report "Global Competence & National Needs" states: "American higher education is embracing study abroad. Institutional commitment to study abroad means that American colleges and universities are very close to the "tipping point" where study abroad becomes one of the defining characteristics of undergraduate education. Some of the finest American colleges and universities, public and private, are making the commitment to this important part of today's educational experience.

- The President of the University of Minnesota told the Commission of Minnesota's institutional goal to more than double the proportion of Minnesota students studying abroad over ten years. The goal: 50 percent of all undergraduates participate in study abroad.
- Harvard University recently announced plans to make study abroad a degree requirement.
- San Francisco State University plans to double the number of undergraduates studying abroad by 2010.
- Baltimore's Goucher College, a small private institution, received national attention for its announcement of a new degree requirement earlier this year. Beginning in the fall 2006, all incoming undergraduates will be required to participate in at least one three-week intensive course abroad. To offset travel costs, Goucher pledges to provide each student a special voucher of \$1,200."

Further, the Commission on the Abraham Lincoln Study Abroad Fellowship Program in proposing "one million American studying abroad" (fifty percent of the number graduating each year, and finds that: "Promoting and democratizing undergraduate study abroad is the next step in the evolution of American higher

education. Making study abroad the norm and not the exception can position this and future generations of Americans for success in the world in much the same way that the establishment of the land-grant university system and enactment of the GI Bill helped create the ‘American century.’”

VI. Mandarin is a Difficult Dialect

Chinese is a difficult language for English speakers to learn. The Mandarin dialect is the official dialect of the People’s Republic of China as well as the Republic of China (Taiwan).^{*} It is also one of the six official languages of the United Nations. Mandarin shares very little vocabulary with European languages. Chinese is a tonal language where different inflections do not add emotional color, as in English, but distinguish one word from another. Hence, where one places the stress on the word *ma* could mean either: “mother”, “hemp”, “horse” or “scold”. [See Appendix 3] A fifth tone might imply a question was being asked. The Chinese writing system requires memorization as the order in which one writes a character is important. On the other hand, making it easier, Mandarin has no irregular verbs or noun plurals.

The Defense Language Institute in Monterey, California, divides the languages they teach into four groups, from easiest to most difficult, as measured by the number of hours of instruction required to bring students to a certain level of proficiency. Chinese is in Group IV, the most difficult, along with Arabic, Japanese, and Korean. They estimate it takes 1320 hours of instruction for a student reach a level 2 speaking proficiency. For Spanish, a Group I language, 480 hours of instruction are required to reach the same speaking proficiency level.

VII. Oregon Business Plan Framework

This is a people focused proposal that would develop Chinese language skills and knowledge of Chinese markets of Oregonians. Both these capabilities would aid all existing and future Oregon businesses across all sectors and clusters to increase their trade with China and globally. It would primarily aid Oregon companies to design, make and market products and services for the China market. But, using ideas and innovations found in China, it would also permit Oregon companies to compete better globally. It would also improve the ability of Oregon to market the state as a desirable location for investment by Chinese companies.

The two sponsors of this proposal, Oregon Representative Dennis Richardson and Dave Porter, are willing to serve as champions. Representative Richardson is a private practicing attorney in Central Point. He represents House District 4. He has been Speaker Pro Tem, a member of the Ways and Means Committee, and an E-Board member. He has lead three trade missions to China and was a founder of the Oregon Fujian Sister State Association (OFSSA) in 2004. Dave Porter is a retired health administrator. His past positions include Director of Clinical Practices at the OHSU School of Nursing and Project Director of the West Salem Clinic.

^{*} It is also spoken in Singapore, Indonesia, as well as parts of the Philippines and Malaysia.

VIII. Call to Action

Are we doing all we can to make establish the necessary connections to China through our educational programs? Are we doing enough to prepare our Oregon students to become tomorrow's citizens and leaders and meet the challenges of a China-dominant world? Are we preparing our students to deal with and take advantage of the opportunities with China that are emerging today? We are not. As Oregon's business and civic leaders we bear some of the responsibility to assure necessary action is taken to prepare our students for a century destined to be lead by a Sino-American coalition.

It is time for us to absorb the significance of these assessments and reshape our institutions and funding priorities. Paradigm shifts are required both in our thinking about China (the Cold War is over) and in the relationship of educational programs to economic development and foreign policy. Is it too difficult to imagine an Oregon in which 5% of high school graduates had traveled to China and who spoke some level of Chinese? Is it too extreme to consider a system of higher education where most graduates of Oregon colleges and universities had actually traveled to China and where 10% of Oregon students had studied Chinese for two years or more in college? Consider what it would mean to the employability of Oregon graduates with such skills when added to training in high tech, energy, timber, manufacturing, agricultural and business administration. It would mean a different Oregon—an Oregon with a robust connection to the growing China market, an Oregon with a competitive advantage over other states and regions, and an Oregon known as a global player. To be a citizen, much less a community or business leader, in twenty-first century Oregon will require a familiarity with China for all and fluency in Chinese for some.

It is in the public interest (state, national and global) for many more Oregon students to learn Chinese and to study in China. Much more than just the future of the individual students is involved. Oregon's economic future, U.S. national security and global peace can all be affected for good. That is why we need public investment, a public/private partnership, to enable Oregon students to develop their Chinese language skills and have opportunities to travel to and study in China.

IX. Committee Action Plan

Is it possible for Oregon to reach such elevated goals as 5%, most and 10%? If we have the vision, the priority, the creativity and the determination, it can be done. Please consider the following:

The Oregon Business Council could create a committee (or task force) to explore the issues and make recommendations relating to Oregon students studying Mandarin and studying in China. The committee might consider the following:

- (1) Creating a statewide report on the current status of Chinese language studies in Oregon. No such report now exists.

- (2) Setting statewide goals for Chinese language studies and study in China. Potential goals to be obtained by the year 2015 could include: (a) 5% or more of Oregon students graduating from high school have studied Mandarin for at least two academic years in high school and have spent at least four weeks in China, (b) 10% or more of the students graduating from Oregon public universities have studied Mandarin for at least two academic years, and (c) 50% of the students graduating from Oregon public universities have spent at least four weeks in China. The committee should reaffirm or amend these proposed goals.
- (3) Proposing methods to get enough students studying Chinese to meet the goals above without making Chinese study a mandate. The committee could look at any method that might work. Publicity, financial incentives and subsidies could all be considered. One suggestion would be to award scholarships for summer study in China to each student who completes a year of high school or university Chinese. Would this work? Would it be enough? What other incentives might motivate students (or parents)?
- (4) Supporting development of more K-12 immersion (usually half day) Chinese language programs statewide. The statewide report should document what obstacles hinder development of more K-12 Chinese immersion programs. Is additional funding needed? The committee should develop solutions to any problems.
- (5) Ensuring that entry points other than kindergarten are available for Oregon students. Are there sufficient Chinese language programs that start in middle school, in high school, and in college? If not, the committee could develop solutions to promote them.
- (6) Developing scholarship programs for summer study in China. This proposal could include development of a new non-profit corporation to administer a scholarship program for high school students and suggests a funding goal be achieved over ten years to send students equal to 5% of the high school graduates each year (currently about 1,650). For universities, this proposal suggests that each university's foundation needs to be pressed into funding sufficient scholarships. The committee could develop a proposal as to how the many scholarships are needed, how they could be administered and the sources of their funding. Additionally, the committee could raise \$50,000 to \$100,000 (15 to 50 students) immediately to fund demonstration scholarships for the summer of 2007.
- (7) Supporting development in the public high school system of programs that send students to China to study during the academic year. The periods of study abroad should be flexible, from one month to an academic year, to fit the maturity and abilities of the student. In some instances students could be able to go to China more than once. The public school district could contribute to the costs for each

student's study abroad at least to the revenues received in school funding for its in-district students. Students could be given appropriate credit for study abroad and reduced graduation requirements may be needed (such as reduced math and/or science requirements). School District could be advised that educating some high school students in China is a community, state and national priority. For some interested and willing students, their high school program could be built around what is best for them to learn Chinese and to experience the education of living in China.

- (8) Supporting development in the public high school system of classes and programs for Chinese heritage students (students with a speaking fluency in Mandarin from their homes, or as an immigrants, or however). Special attention could be given to making these heritage Chinese programs attractive to Chinese expatriates and employees of Chinese firms locating in the United States. (The idea is to make Oregon more attractive to Chinese firms seeking U.S. locations for parts of their operations.)(The committee could also expand what it considers to looks at issues relating to making Oregon a friendly, attractive place for Chinese students, businesses and tourist to come.)
- (9) Developing proposals to ensure that there is not a shortage of Mandarin teachers.
- (10) Supporting development in the public university system of more Chinese language programs and more study abroad programs in China. The committee could seek to maximize the number of students studying in China and find funding for study abroad subsidies and scholarships.
- (11) Developing internships in businesses both in Oregon and China for students proficient in Chinese.

X. Appeal for Action to Match the Challenge

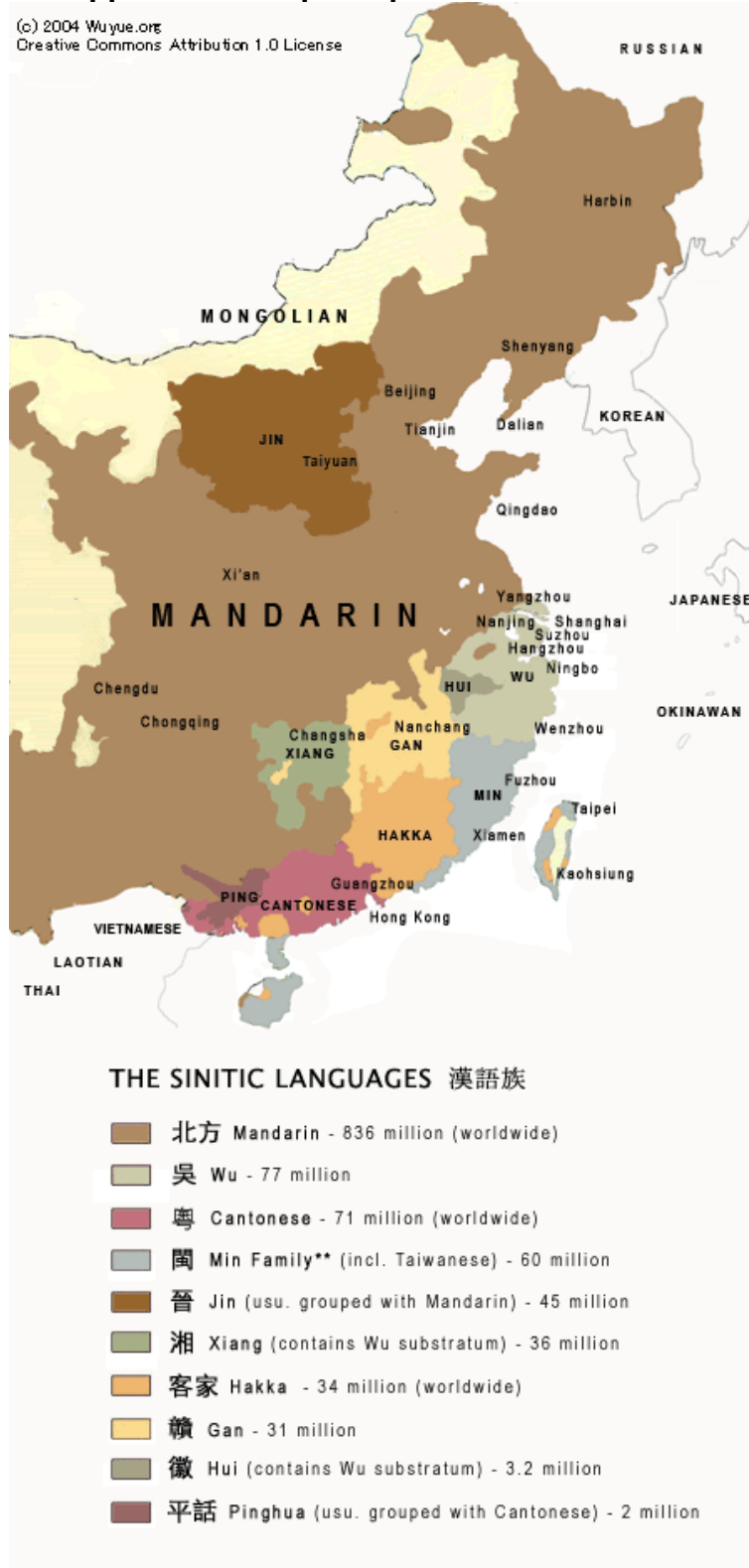
If the goals suggested, and the associated costs, seem high, ask yourself the question: what if we do not do at least this much? What if we just let the Chinese language courses grow at their natural pace with a few more students here and there, with only a few more college students trickling over to study abroad in China? What price will Oregon pay for not having the robust business and business idea connections to China that can fuel our economy? What cost will Oregon society pay for not having the broad and deep understanding of China that could help build world political stability throughout the twenty-first century? We can do less, but it will not take Oregon or the U.S. either far enough or fast enough. Oregon over time will be missing opportunity after opportunity in the China market. We could become a backwater rather than a major center in the global economy. And we could miss opportunities for world peace and stability. Much is at stake, possibly everything if we get China wrong. We need to put a lot of eager, learning students on the ground all over China now. It could be the primary learning opportunity,

responsibility and adventure of their lifetimes. It is up to our leadership to enable them to have this vital, international preparation.

We as Oregonians can step forward, act boldly and with vision. Our children and their children will live in a very different world. We need to help them create their future. There are many contemporary crises (the Middle East, North Korea, terrorists, pandemics) but the central strategic and security issue of the 21st century will be the emergence of China as a world power and how the United States and China relate to each other. If these two great powers can get along, many other problems are solvable. If not, nuclear war and societal chaos are not impossible. If we fail to act as boldly as we can--breaking a few educational, geo-political and funding mindsets---future generations will stand in wonder at our failure. History sets hard standards and will not be kind to us or to our children if we fail. We in Oregon have an historic opportunity to act on the stage of world history. Few get such an opportunity. With vision, resolution and cooperation, let us seize this opportunity and meet the challenges of the twenty-first century.

XI. Appendix 1: Map of Spoken Chinese

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Courtesy of Wikipedia.org

XII. Appendix 2: Letter of Transmittal

Dear Steering Committee Chair:

Representative Dennis Richardson and Dave Porter submit the attached file “Developing the China Connection through Educational Programs” to the Oregon Business Plan as a proposed new initiative.

We urge the Oregon Business Plan to create a committee to develop strategies that encourage Oregon students to study Chinese and study abroad in China. We both are willing to participate with the Oregon Business Plan on this important project.

China is rising and may well become the dominate force of the 21st century. It is an enormous and growing economic consumer and producer of goods and services. It is vital for Oregon to consider what its relationship with China will mean now and in the future. In particular we need to ponder whether we are giving our students, tomorrow’s leaders and citizens, the skills needed to deal with China constructively.

The Oregon Business Council is the ideal group to consider the importance and viability of increasing the number of Oregon students studying Mandarin and studying in China. Many Oregon Business Council members lead companies doing business in China. They know what China is becoming. Council members also understand, recognize and value innovation.

Leadership is needed to create new institutions and new strategies for studying foreign languages in order to meet China’s challenges and opportunities. Both public and private partnerships are needed to do so. Hundreds of millions of Chinese students are learning English, and Oregonians can catch the vision and lead our nation in becoming fluent in Chinese and Chinese culture.

How America responds to the unprecedented rise of a powerful nation like China may well determine whether Sino-American relations are one of vying for survival or promoting global peace and prosperity. It also offers future economic opportunities beyond what we can now imagine. We are presenting the Oregon Business Council an opportunity to ponder profound issues about the future of Oregon and the United States.

We urge the Oregon Business Council to seize this opportunity and promote Oregon’s educational emphasis on learning Chinese language and culture and meet the challenges of the 21st century.

Thank you.

Sincerely,

Representative Dennis Richardson and Dave Porter

XIII. Appendix 3: Comparison of Chinese Tonal Pronunciation

Tone	Pinyin	Simplified	Traditional	Translation
First	mā	妈	媽	Mother
Second	má	麻	麻	Hemp
Third	mǎ	马	馬	Horse
Fourth	mà	骂	罵	Scold
Fifth	ma	吗	嗎	Question Particle

XIV. Appendix 4: Additional Resources

Link to China related Organizations in Oregon

Oregon-Fujian Sister State Association: <http://www.ofssa.org/>

World Affairs Council of Oregon: <http://www.worldoregon.org/>

Northwest China Council: <http://www.nwchina.org/>

The Asian Reporter (newspaper): <http://www.asianreporter.com/>

Portland Chinese Friendship Association: <http://web.cecs.pdx.edu/~cfa/association/>

Oregon Business Plan: <http://www.oregonbusinessplan.org/>

Oregon Business Council: <http://www.orbusinesscouncil.org/>

Chinese Flagship Program at the University of Oregon: <http://casls.uoregon.edu/flagship/>

Reports Mentioned in Proposal

“Expanding Chinese Language Capacity in the United States: What would it take to have 5 percent of high school students learning Chinese by 2015”

<http://internationaleled.org/Chinese%20Lang%20Mtg%20Report%20081005.pdf> a report by the Asia Society [<http://www.asiasociety.org/>] and its component InternationalEd.org [<http://www.internationaleled.org/>]

Commission on the Abraham Lincoln Study Abroad Fellowship Program:

<http://www.lincolncommission.org/>

Committee for Economic Development [<http://www.ced.org/>] with their report

“Education for Global Leadership: The Importance of International Studies and Foreign Language Education for U.S. Economic and National Security”

http://www.ced.org/docs/report/report_foreignlanguages.pdf/

Thomas P.M. Barnett has a website and blog: <http://www.thomaspmbarnett.com/weblog/>.

He blogs about China from time to time. His “brief” on global politics is available at <http://www.jhuapl.edu/POW/rethinking06/video.cfm#barnett> with his take on China starting with his part 11.

Other Publications

Kansas in the World , “Kansas Task Force on Chinese Language Training.”

<http://www.kansasintheworld.org/kcies/> .

“The Mandarin Offensive: Inside Beijing's global campaign to make Chinese the number one language in the world” by Michael Erard. *Wired*, April 2006.

<http://www.wired.com/wired/archive/14.04/mandarin.html>

American Council on the Teaching to Foreign Languages:

<http://www.yearoflanguages.org/>

“To strengthen ties with China, speak the language first” by Matt Williams and Jerome Cohen. *Christian Science Monitor*, September 30, 2005.

<http://www.csmonitor.com/2005/0930/p09s02-coop.html/>

“The World is Flat” by Thomas L. Friedman.

<http://www.thomaslfriedman.com/worldisflat.htm/>

“Three Billion New Capitalists: The Great Shift of Wealth and Power to the East” by

Clyde Prestowitz. <http://www.econstrat.org/>

“How China Will Change Your Business” by Ted C. Fishman. *Inc. Magazine*, March

2005. <http://www.inc.com/magazine/20050301/china.html/>

Remarks by Vivien Stewart (Asia Society)

http://www7.nationalacademies.org/cfe/Vivien_Stewart_Written_Submission_Part_I.pdf

with accompanying slide show:

http://www7.nationalacademies.org/cfe/Vivien_Stewart_Written_Submission_Part_II.pdf

appendix with links to other reports on international and foreign language education:

http://www7.nationalacademies.org/cfe/Vivien_Stewart_Written_Submission_Part_III.pdf

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Example of low-cost private language school in Beijing: Global Exchange Center:

<http://www.glexchange.net/>