

**Iowa Commission on Foreign Language Studies
and International Education**



**Progress Report:
1988-1990**

**Iowa Department of Education
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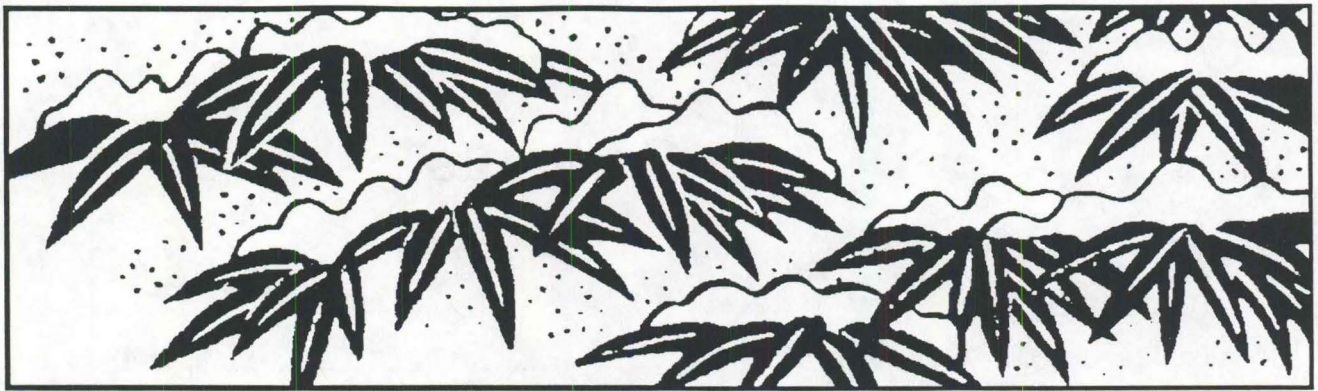
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Introduction

Perhaps because Iowa feeds so much of the world and engages so heavily in international trade and business, Iowans tend to look at things from a global as well as a local perspective. Particularly at this time of worldwide political change and economic opportunity, amid growing concern for the environmental health of our planet, Iowans recognize that students—and indeed all citizens—must be educationally and culturally prepared to meet the challenges of an increasingly interdependent world.

The Iowa Commission on Foreign Language Studies and International Education is made up of 27 internationally minded educators, business people, and interested citizens. For the past two years, this volunteer group has worked vigorously to strengthen understanding and appreciation of foreign languages and cultures throughout the state, not only among students but also among the general public. This report summarizes the accomplishments of the commission during the past two years and describes the commission's major initial project, the Iowa-Japan Cultural Alliance.

Background on the Commission

The Iowa Commission on Foreign Language Studies and International Education is an outgrowth of the *Report of the Governor's Task Force on Foreign Language Studies and International Education* in 1983. As early as 1979, at the national level, the President's Commission on Foreign Language and International Studies had called attention to the United States' cultural insularity and the diminishing proportion of citizens with skills in foreign languages, in sharp contrast to the linguistic and cultural capabilities of many other countries—including those with which we compete economically. In November 1982, in response to this national concern, and in preparation for Iowa's greater eco-

nomie and cultural participation in the world community, Governor Robert D. Ray formed a state task force to study the matter, with University of Iowa President James O. Freedman as chair. In July 1983 the task force submitted its report to the new Iowa governor, Terry E. Branstad, and requested that a permanent commission be established to implement its recommendations.

Iowa Governor Terry E. Branstad established the commission by executive order in September 1988 (Appendix A). According to the governor's executive order, the commission is to coordinate and enhance efforts to inform and educate Iowans on the importance of foreign language study and international education, promote a comprehensive foreign language and international studies program for Iowa, develop closer and more productive relationships between educational programs and the business community, work with appropriate state and private agencies to promote international exchange programs and report regularly on its progress.

Implementation of Task Force Recommendations: *A Progress Report*

Commission's Role in Implementing Task Force Recommendations

Upon being notified of their appointment in January 1988, commission members used the planning period to study the seven recommendations of the 1983 task force report, as confirmed in the governor's 1988 charge to the commission. Although the state has made encouraging progress toward implementing most of the task force's recommendations, the commission recognizes that full realization of its goals will require a further commitment of time and resources. The past seven years' developments in foreign language studies and international education have provided a strong base on which Iowa can now

build, and the commission is pleased to report on the current status of the seven 1983 recommendations, as well as aspirations for further implementation in the future.

Recommendation 1

Promote a comprehensive foreign language and international studies program for Iowa.

Such a program, extending from kindergarten through college and beyond, should include elements of world history, foreign languages and intercultural understanding, as well as bringing a global perspective to the entire curriculum. It should further emphasize that foreign language studies and international studies have a vital, reciprocal and supportive relationship and must be developed in an integrated manner.

Allowing for variations among districts, and stopping short of making foreign language competence a requirement for high school graduation or college admission, all Iowa students should be offered the opportunity to develop competence in at least one foreign language through sustained and uninterrupted sequences of study. In addition, collegiate and graduate schools of business should increase the international content of existing programs; teacher preparation departments and colleges should develop appropriate courses for foreign language and international studies in elementary schools; and less commonly taught languages such as Japanese, Chinese, Arabic and Russian should be strongly encouraged and cooperatively offered at selected institutions.

Implementation

Over the past decade, Iowa has made remarkable progress in increasing opportunities in foreign language studies and international education. The Iowa Department of Education's state standards for accrediting schools, effective July 1, 1989, require that all courses, K-12, must be taught from a "global perspective," and that, at a minimum, "a four-year uninterrupted sequence in one foreign language must be offered in all Iowa high schools." In 1989-1990, all Iowa high schools offered at least the first two years of a foreign language sequence, although some 153 of Iowa's 430 districts received waivers for third or fourth year courses. In contrast, in 1981-83, 61 school districts were excused from offering foreign languages altogether. In 1980-81, 28,461 students, or 16 percent of Iowa's total public school enrollment of 177,195 in grades 9-12, took foreign

language courses; in 1989-90, that figure was 62,107 out of 132,726, or almost 47 percent of Iowa's public school students in grades 9-12. We believe this increase now places Iowa among the top three or four states in the country in percentage of students studying foreign languages.

It should be noted that these figures reflect only the number of students enrolled in foreign language courses in a given year. If we were to count all students who have had at least a year's study of a foreign language at some point in their high school years, Iowa's numbers would be even higher. In a recent survey of seniors at Davenport High School, for example, it was learned that 72 percent had taken foreign languages, and 45 percent had taken four years of a single foreign language. Private schools have also seen rising proportions of students in foreign languages. In 1981-82, 4,121 students in Iowa's nonpublic schools took foreign language courses. In 1987-88 that figure was 5,032 out of 11,035, or 47 percent; and in 1988-89, it was 4,775 out of 9,226, or 51.8 percent.

Despite these large increases in enrollment, the number of foreign language teachers in Iowa public high schools has declined, in some instances because part-time positions have become full-time, in others because class size has increased. In 1975-76, Iowa had 800 foreign language teachers for 28,915 public high school students, or 36 students per teacher; in 1984-85, there were 866 foreign-language teachers for 43,656 students, or 50 students per teacher; and in 1989-90, 778 teachers taught 62,107 students, or 80 students per teacher. In private schools, there were 66 teachers for 4,775 students, or 72 students per teacher in 1989-90. It is encouraging that interest in foreign language teacher preparation programs appears to be growing. In 1980, 59 people with credentials in foreign language teaching graduated from Iowa colleges and universities, nine of whom were prepared to teach in more than one language. In 1990, 68 people earned foreign language teaching credentials in Iowa and 20 were prepared to teach in more than one language.

As for foreign language programs for younger students, nationally, 17 percent of public school districts offered elementary foreign language programs in 1986-87. Since 1985 the Department of Education has provided planning and implementation grants to foster new programs in grades K-6, and 45 out of Iowa's 430 districts (11 percent) now offer elementary school foreign language

programs. This percentage is encouraging as compared to the situation only a few years ago: 4 percent in 1985-86 and 9 percent in 1988-89, according to a survey conducted by Professors Marcia H. Rosenbusch and Susan Robinson of Iowa State University. Dr. Rosenbusch publishes a newsletter on foreign language in elementary school (FLES) programs and has spearheaded the FLES movement in Iowa; Iowa State University, Drake University, and the University of Iowa now offer courses in methods of teaching foreign languages at the elementary level. The Department of Education does not routinely collect enrollment figures for K-6 or 7-8 programs, and the status of foreign language programs in junior high school is unknown. The commission would like to gather these data in the future.

The gains over the past decade in opportunities for Iowa public school students to study the less commonly taught languages have been nothing short of astounding. In 1980-81, Iowa schools offered only one program in Russian: it had a total of 31 students in the first year and second year. In 1986-87, Iowa Russian programs enrolled 247 students, including 26 at the third-year level, and Japanese programs, which were first recorded in state statistics the previous year, had 90 students, including 18 at the third-year level. In 1990-91 Iowa made a quantum leap in the less commonly taught languages, particularly Japanese: the Ford Foundation/University of Iowa Critical Languages Program placed two teachers of Russian, two of Chinese, and two of Japanese in Iowa schools, and the commission's Iowa-Japan Cultural Alliance placed 10 native teachers of Japanese in 22 schools and colleges in 10 Iowa communities. Although official figures for the 1990-91 year will not be available until the end of the year, it appears that we now have about 900 students of Japanese in public schools throughout the state in three independent programs, two Iowa Critical Languages programs and 10 Iowa-Japan Cultural Alliance programs. In future years, the commission would like to gather data on college-level programs in the less commonly taught languages.

At present, no state agency routinely publishes statewide data on foreign language admission and graduation requirements at the college level, and the commission would like to compile and disseminate this information, particularly to high school counselors, along with a broader rationale for studying foreign languages and cultures. In the regents institutions, the trend toward greater emphasis on foreign languages is encouraging. Effective in the fall of 1990, the University of Iowa is

requiring all entering freshmen who graduated from high school after 1985, regardless of their intended major, to have completed at least two years of one foreign language; in order to graduate from the University of Iowa College of Liberal Arts, students must have completed either four years of one foreign language in high school or two years at the college level. Also beginning in 1990, Iowa State University is requiring two years of one foreign language for admission to the College of Sciences and Humanities.

The 1983 task force raised the question of proficiency-based assessments, and proficiency tests are becoming more common. However, foreign language requirements at all levels of education continue, for the most part, to be expressed in number of years in class, rather than in level of proficiency in reading, writing, and speaking. As detailed in the next section, nationally established proficiency-based standards are gaining ground in Iowa. The commission hopes to encourage wider use of these standards in the future.

Recommendation 2

Promote and assure articulation and cooperation among the various levels of foreign language teaching.

To facilitate this interaction, appoint a foreign language consultant within the Department of [Education]; the consultant should also cooperate closely with those responsible for social studies and international studies programs, so that studies of language and culture are more closely coordinated. Create effective structures for collaboration and coordination between Iowa elementary and secondary schools and Iowa colleges and universities. Encourage colleges and universities to establish accurate systems of measurement and placement to acknowledge students' existent competence and to avoid either duplication or unreasonable expectations in college, and to coordinate specialized language offerings and international studies programs, so as to make available to students a wide array of offerings in a realistic and efficient manner.

Implementation

In 1985 the Department of Education established the position of foreign language consultant and appointed Paul Hoekstra to the post. Over the past five years, the consultant has become a nexus for encouragement and coordination of foreign language studies in the state. For

example, he serves as a member of the commission and is its administrative liaison to the department; he works with school districts to develop and improve foreign language offerings; he administers incentive grants to encourage new programs in elementary schools and less commonly taught languages; he stays in close touch with foreign language departments in Iowa's colleges and universities; he publishes a newsletter that goes to teachers of foreign languages, K-college. The Iowa Foreign Language Association also brings together foreign language teachers at all levels and fosters communication in its quarterly bulletin. Similarly, the department's social sciences consultant, Cordell Svengalis, advises on implementation of the new global education requirement (which embraces the entire curriculum, not just social studies), sends out a newsletter, and helps to articulate levels of teaching and promote communication among teachers who are particularly concerned with international and global education.

In the foreign language field, closer articulation among levels of teaching will require agreement among teachers concerning what students should learn at each level. The University of Iowa has used recommendations from various high schools to develop an entrance and placement examination—a one-hour, machine scored test of reading comprehension and grammar skills. In cooperation with the Department of Education, the university has also trained several professors in the techniques of oral assessment called the Oral Proficiency Interview (OPI) developed by the American Council on the Teaching of Foreign Languages and the Educational Testing Service (ACTFL/ETS). By the fall of 1990, 14 OPI testers throughout the state had earned certification (Iowa now has testers in French, German, Spanish and Japanese), and others are completing the certification process. The Department of Education's 1986 Guide to Curriculum Development in Foreign Language is based on ACTFL/ETS descriptions of proficiency levels, and school districts are now rewriting their course guides to reflect a "student-outcomes" approach to foreign language studies, emphasizing usable skills in listening, speaking, reading, writing and knowledge of culture. In order to make the Iowa-Japan Cultural Alliance program a model for the state, the commission has ensured that its curriculum is based on ACTFL standards and that it will articulate smoothly with college level courses in Japanese. Although these and other signs of movement toward proficiency-based assessments and better articulation

among levels of education are most encouraging, Iowa and other states still have a long way to go. Continued cooperation and discussion will be necessary to achieve Recommendation 2.

Recommendation 3

Strengthen programs of teacher preparation, teacher certification, and continuing education for teachers in foreign languages and international studies.

Since most teachers are isolated from other speakers of the language they teach, a much-needed component of continuing education programs is an opportunity for contact with the native culture through such avenues as summer institutes, fellowships, exchanges of teachers and study abroad. Those with responsibility for establishing foreign language teaching credentials should carefully evaluate and give immediate consideration to educational policy and teacher preparation issues surrounding the following:

- having all foreign language teachers in grades K-12 earn certification of competence and fluency based on models developed by foreign language associations
- building proficiency certification into teacher education programs in Iowa colleges and universities
- not considering years or semesters of study as being, in themselves, acceptable measures of competence and fluency
- having all foreign language teachers of grades K-12 major in the language being taught
- requiring all prospective foreign language teachers, with the aid of subsidies or grants, to spend at least one year of study in a country where their foreign language is spoken.

Implementation

From 1985 through 1990, Drake University and Iowa State University have offered summer courses to prepare teachers for certification at the K-6 level in foreign languages, and the University of Iowa began to offer such courses in the spring of 1990. The University of Northern Iowa is planning a program leading to elementary school foreign language licensure. In continuing education for K-12 and college-level foreign language

faculty, the Department of Education has sponsored workshops with nationally recognized presenters, and Iowa Lottery funds have supported summer workshops at the University of Northern Iowa. The Department of Education has also provided \$500 travel grants for foreign language teachers to study abroad. *Global Communication*, a newsletter prepared by the foreign language consultant, is sent to all 7-12 foreign language teachers and many teachers in FLES programs to keep them informed of workshops, new products and services, awards, grant opportunities and other resources for professional development.

Problems of incorporating fluency and competency into the teacher education and certification processes remain to be studied, discussed and evaluated for possible implementation; the commission intends to place these challenging goals on its future agenda.

Recommendation 4

Promote international exchange programs between "sister" cities and among educational institutions, students, faculty members, teachers, business professionals and families.

Broaden participation in exciting programs such as Experiment in International Living, the Friendship Force, Youth for Understanding, the National Association of the Partners of the Americas and the Iowa-Yucatan Peninsula Partners; encourage school districts to promote international exchanges for faculty members and students, using exchange programs as an important educational resource; build upon existing summer foreign language camps; review postsecondary international exchange programs and encourage institutions to expand them.

Implementation

Through the Sister States Committee, which is represented on the commission by its executive director, Sarah Lande, the commission has tried to keep abreast of the great increase in international exchange opportunities for Iowans, and a working party from the commission has met with representatives of other internationally oriented organizations such as the Iowa Peace Institute to coordinate activities. With the Sister States Committee and the Iowa International Trade Center, the commission sponsored a welcoming reception for a Yamanashi trade

delegation and hosted the group at its fund-raising dinner for the Iowa-Japan Cultural Alliance. Commission members also worked with the sister states organization on a welcoming breakfast for visiting prefectural governors from Japan. In its early organizational stages, the commission began gathering information about existing educational exchange programs in Iowa, but that project remains to be completed.

Recommendation 5

Develop pilot programs for implementing specific recommendations in the task force's report.

Priority should be given to pilot programs in foreign language and international education at the elementary level and the study of languages and cultures of major significance to Iowa which are not now widely available, particularly Japanese, Chinese, Arabic and Russian. There is also a need for pilot programs which make use of new developments in technology, especially computer-assisted instruction and telecommunications.

Implementation

This 1983 recommendation is the central impetus for the commission's first project, The Iowa-Japan Cultural Alliance, which is discussed later in this report. In addition, the commission has begun to study foreign language programs in elementary schools with the idea of sponsoring a future project. The commission is also interested in developing projects taking advantage of technological innovations. During its planning period, the commission heard a presentation on ICONS, a program that links high school students by computer, with each school taking the role of a different country; students take part in a simulated international crisis in which (on the basis of their studies of the country's language and culture) they must make decisions in the best interests of their assigned nationality. This program, originating at the University of Maryland, was pioneered in Iowa in the Urbandale school system and promoted by its superintendent, John Cox, who was a member of the commission until 1990. In a further exploration of new technologies, the commission heard a presentation on the emerging fiber optic network in Iowa. As this network develops, the commission hopes it can become a vehicle for a future pilot project.

In addition, since 1985-86, the Department of Education has administered an incentive grant program to encourage the establishment of foreign language programs in Iowa elementary schools. Local school districts could apply for planning grants of up to \$1,000 and implementation grants of \$7,000 to \$10,000. During the six years of this grant program, 82 Iowa school districts have received a total of \$62,912 in planning grants and 63 districts have received \$456,081 in implementation grants.

Recommendation 6

Develop and exploit the benefits of a productive relationship among educational institutions and the business community and encourage efforts to explore these benefits.

There is a need for a regular method by which the requirements of the business community can be communicated fully to the educational community. Businesses involved in international trade can contribute much in the way of practical knowledge to college and university programs in international business as well as to specialized programs in foreign language instruction. Businesses, colleges and universities should develop a comprehensive student-intern and professional exchange program. Iowa businesses and foundations should review their priorities in support of education and seek to strengthen the resources they make available for programs for foreign language and international studies.

Implementation

The commission is building close relationships with Iowa's business community. Representatives of three Iowa corporations, Rockwell International/Avionics, Pioneer Hi-Bred and John Deere, serve on the commission; the commission had representation from the Department of Economic Development until that member moved out of the state in 1989. In its early planning period, the commission contemplated a survey of Iowa businesses as a first step in implementing Recommendation 6, but that project was deferred pending establishment of a funding source for such projects. Corporate members have been invaluable in helping the commission interpret its pilot project to Iowa corporations; among corporations that have made major gifts to the alliance, either directly or through their foundations, are Pioneer Hi-Bred, Rockwell International/Avionics, Deere & Company, the Principal Financial Group, US West, Pella Rolscreen, Heartland Lysine, Inc., Maytag, Amana

Refrigeration, Inc., Meredith Corporation, Norwest Bank Des Moines, Iowa-Illinois Gas and Electric, Grinnell Mutual Reinsurance Co., Alcoa Davenport Works and NSK Corporation.

Recommendation 7

Request the governor, the State Board of Regents, and the Department of [Education] to establish a commission on foreign language studies and international education with a continuing charge to implement the recommendations of this report.

Implementation will require sustained time and attention. The commission should launch a concentrated effort to inform and educate Iowans on the need for increased emphasis on foreign language study and international education, especially by assisting academic counselors in describing the importance of these subjects to future study and employment. Identify appropriate agencies for implementation and work to create such organizations where none exists. Make timely progress with recommendations that can be implemented relatively promptly, and make plans for achieving those recommendations that can be implemented only over a more extended period of time. Assess and work to meet the specific needs of the business community. Report to the governor, the State Board of Regents, and the Department of [Education] on a regular basis and provide continuing advice on implementation.

Implementation

By establishing this commission, Iowa took a long step toward implementing Recommendation 7, but there is no ongoing fiscal provision for the commission's operation. The commission has no source of funds for holding meetings, for example, or for assessing the needs of Iowa businesses in the international area (as called for in Recommendation 6), or for gathering and disseminating information for academic counselors (as called for in Recommendation 7); thus it has deferred most projects recommended by the 1983 task force.

For the first two years of its existence, 1988-90—the period covered by this report—the commission has managed to run on a combination of volunteer energy and makeshift funding arrangements. In 1988-89, the Office of the Governor reimbursed commission members for travel to meetings, and the University of Iowa paid for mailings to members and office expenses. The commis-

sion did not attempt larger mailings or designing, duplicating and disseminating surveys and informational materials called for in the 1983 recommendations.

In the spring of 1989, as the commission's Iowa-Japan Cultural Alliance project gathered momentum, the University of Iowa provided non-recurring funds for a part-time coordinator in the Center for Asian and Pacific Studies (Donna Yount, then a graduate student). In the 1989-90 fiscal/academic year, in addition to staff and office support from the University of Iowa President's Office and the Office of the Governor, the commission received substantial operational support from the Department of Education—most importantly, the commitment of time from the foreign language coordinator, who served as commission administrator and as director of the alliance's recruitment and placement of the 10 Japanese teachers. In that year, the Department of Education also provided \$3,500 to the University of Iowa's Center for Asian and Pacific Studies for curriculum development and \$4,900 for part of the teachers' airfare, and the Department of Economic Development provided \$4,500 for part of the salary of the full-time coordinator who joined the UI's Center for Asian and Pacific Studies in the fall of 1989 (Elizabeth Jerde). The Center for Asian and Pacific Studies also obtained a \$25,000 grant from the Japan-U.S. Friendship Commission, for part of the coordinator's salary, office expenses and cultural outreach activities.

With the arrival of Japanese teachers set for May 1990, preparation for the teaching component of the alliance project precipitated a flurry of fund-raising and grant-writing activity in 1989-90. As indicated in the appended budget summary for 1990-91, support for the alliance is drawn from many sources. In the summer of 1990 the Center for Asian and Pacific Studies received a grant of \$33,950 to pay for the Japanese teachers' orientation program, a global studies workshop for their mentor teachers, Japanese teaching materials, and follow-up

workshops for the alliance teachers. With the help of the governor, and with staff support from the University of Iowa Foundation, the commission raised almost \$100,000 in private funds, primarily from corporations, as well as \$1,000 from the Iowa Foreign Language Association (a particularly meaningful gift since this is an organization representing the foreign language teachers of Iowa). After paying for fund-raising expenses, expenses associated with the spring 1990 ArtPals elementary school project with Yamanashi, and teacher-recruitment expenses, the alliance had \$87,000 in private funds to be applied toward the teachers' salaries, benefits and travel and for other project expenses. The Department of Education provided \$45,000 for the first year of the Alliance program and set aside \$5,000 of its own budget for the commission's routine administrative expenses, and for publication and distribution of this report. The Osano Foundation of Japan provided \$20,000, earmarked for expenses over a three-year period, for the two teachers from Yamanashi who are participating in the alliance through an arrangement with the Japanese Ministry of Education. The 10 school districts receiving Japanese teachers have committed \$150,000 for the first year of the program, and the Center for Asian and Pacific Studies has obtained grants of \$5,000 from the Iowa Humanities Board and \$6,000 from the Iowa Arts Council to support the cultural component of the alliance project.

But more comprehensive implementation of the 1983 recommendations—a commitment that extends beyond the initial pilot project to address the full charge of the commission in promoting foreign language studies and international education—will require provision for continuing funding from the state. In its budget requests for fiscal year 1991, the Department of Education has designated \$100,000 for the commission, \$90,000 of which is intended for the Iowa-Japan Cultural Alliance project; in addition, in order to facilitate planning and secure a basis for its future work with Iowa's schools, colleges, universities and businesses, the commission seeks statutory recognition in the *Code of Iowa*.



The Iowa-Japan Cultural Alliance

Overview

In preparation for the commission's formal establishment, the governor also provided commission appointees with a more detailed charge (Appendix B). The commission decided it could best fulfill its broad mandate by concentrating on a publicly visible project that would have statewide impact in all areas covered in the governor's executive order: promoting the study of a single language and culture. For this pilot project the commission chose Japanese for several reasons, among them Japan's obvious economic importance to Iowa and the unavailability of Japanese studies in most parts of the state.

The commission's Iowa-Japan Cultural Alliance (Appendix C) has brought 10 native teachers of Japanese to Iowa to offer language courses and conduct cultural programs in communities. As a result of the commission's initiative in forming the alliance, nearly 700 students in 10 Iowa communities are studying Japanese in 1990-91.

1988 Planning Period: Genesis of the Alliance

From January to September 1988, the commission worked in the following subcommittees to explore key elements of the governor's charge and the 1983 task force recommendations:

- Information—developing a statewide campaign to coordinate and enhance the flow of information on foreign language studies and international education, with particular attention to academic counselors and state and private agencies and organizations
- Coordination and Articulation—developing recommendations for a coordinated statewide

program, with particular attention to non-European languages and cultures and programs using new technologies, and with attention to transition points between educational levels, elementary through postsecondary, as recommended in First in the Nation in Education, a report of the Iowa Legislature's Excellence in Education Task Force

- Teacher Education and Certification—developing recommendations for preparation, certification and continuing education of K-12 teachers of foreign languages and international studies, with particular attention to developing a special certification recognizing fluency and proficiency in a foreign language
- Business and Economic Development—assessing needs of businesses in foreign languages and international studies and developing closer relationships with educational programs
- International Exchange—working with appropriate state and private agencies to promote international exchange programs.

The committees selected projects in each area but deferred action until a source of funding for expenses such as duplication, mailing and clerical help could be identified.

The commission also formed an executive committee made up of the subcommittee chairs: Carol Bradley, assistant to the president, Iowa State University (Information); John Cox, superintendent of schools, Urbandale Schools (Coordination and Articulation); Paul Hoekstra, foreign language consultant, Department of Education (Teacher Education and Certification); Arthur Kelley, Rockwell Collins (Business and Economic Development); and Sarah Lande, executive director, Iowa Sister States (International Exchange). This group led the

commission in working with Interim Chair Richard D. Remington in the planning phase to determine which recommendations of the 1983 task force could be implemented relatively promptly, to make specific recommendations for implementing other recommendations over a more extended period, to coordinate development of additional recommendations and to set goals, priorities and timetables. At its first meeting with Hunter Rawlings, the new commission chair, in September 1988, the executive committee recommended concentrating initially on a single project, rather than attempting to make incremental progress on all fronts. When the entire commission convened in September 1988, the group decided to focus on Japanese language and culture for a three-year period, 1989-92.

Why Japanese?

From the outset, the commission aspired to breadth, and it wished to combine both foreign language studies and international education in its initial program. The commission hoped to create an unusual educational opportunity that would have a major impact on the state. It sought to encourage a large and diverse array of Iowa communities to offer Japanese language courses and to attract a wide cross section of Iowans of all ages to public programs on Japanese culture. In choosing Japanese for its initial focus, the commission took the following points into consideration.

1. In view of the increasing importance of Japan in the modern world and its close economic and political relationship with the United States, a deeper understanding of the Japanese people is becoming an educational necessity.
2. As Iowa expands its economic and cultural contacts with Japan, it will need to draw on a broad base of knowledge of Japanese language and culture.
3. Knowledge of Japanese language and culture would be a notable asset for Iowa graduates in many fields.
4. Particularly in the case of Japanese and other non-European languages, it makes sense to build college foreign language studies on a strong high school base.
5. Very few high schools in the United States offer courses in Japanese, and these are mostly in large urban areas on the east and west coasts.
6. It would be difficult for a single high school in Iowa, especially in a small community, to recruit a well prepared teacher of Japanese and to bear the full burden of salary and other costs.

7. There is strong public interest, or potential interest, in the rich cultural traditions of Japan—art, music, religion, drama, film, tea ceremony, flower arrangement, gardening and so on.
8. Given the necessity of raising private funds for a pilot project, it appeared that Japanese language and culture would have a stronger appeal to potential corporate sponsors than other languages and cultures the commission considered.
9. Emphasis on Japanese would allow the commission to approach Japanese organizations for support.
10. The novelty of a statewide program in Japanese might help the commission gain local, state and national support.
11. If the Japanese program were to achieve wide visibility, as the commission hoped, the project would help focus attention not only on Japanese, but also on the importance of foreign language studies and international education generally.

How the Alliance Developed

With the aim of developing a broad umbrella under which many existing groups might work, the commission named its initiative "The Iowa-Japan Cultural Alliance." Simultaneously, it began to raise funds, invite participation from districts, recruit teachers, develop related cultural activities, plan a curriculum, and build knowledge and acceptance of the program throughout the state—all in 1988-89. Commission Chair Rawlings worked with Governor Branstad to solicit major corporate gifts, and he worked with William Lepley, the director of the Department of Education, to promote the program to superintendents and area education agencies. The commission reorganized itself into new subcommittees charged with Promotion, Feasibility and Fund Raising, Teacher Recruitment and Placement, Cultural Affairs, Narrowcast (to investigate the possibility of bringing Japanese classes to remote sites via interactive television), and Teachers' Coalition (developing grassroots support for the project among foreign language teachers, and arranging mentors for the Japanese visitors).

The Teacher Recruitment and Placement committee reviewed a number of approaches to teaching Japanese in its 1989-90 meetings, one of which was the Junior Berlitz program represented by commission member Susan Turner. After this study, the committee determined that the alliance should sponsor only teachers eligible for temporary certification in Iowa—either people especially trained to teach written and spoken Japanese to foreign-

ers, or others with a comparable configuration of skills, education and experience. In 1989-90, under a contract for \$3,500 from the Department of Education, Ms. Donna Hisako Solis (now Yount) worked with the Center for Asian and Pacific Studies of the University of Iowa to prepare curriculum guidelines and proficiency outcome expectations for the alliance program. Ms. Yount, an experienced teacher of Japanese at the high school level, was part-time coordinator of the alliance in spring 1989. The guidelines she developed were used in screening and selecting candidates for the teaching positions, from a field of 100 applicants.

On advice of the Center for Asian and Pacific Studies, the Teacher Recruitment and Placement Committee identified March 1990 graduates of a new language-teacher-preparation program at Hiroshima National University as a likely source of recruits. Advertisement in Japanese teachers' journals drew 100 applicants, including several from Hiroshima National University. From this pool 20 candidates were invited to be interviewed by Urbandale School Superintendent John Cox, a commission member, and University of Iowa Professor Osamu Kamada, while both happened to be in Japan under other auspices. In September 1989. Superintendent Cox videotaped most of the interviewees, to assist with selection and placement in Iowa. By March, sufficient funds and commitments had been secured to choose eight teachers for the alliance. The Department of Education secured and paid for visas for the new teachers, along with arranging for conditional Iowa teaching licenses. The Center for Asian and Pacific Studies developed an orientation program for summer 1990, funded by the Japan Foundation, to introduce the Japanese teachers to U.S. classroom procedures and teaching and learning styles. The eight teachers, who arrived in Iowa in May 1990, had an opportunity to observe classes and meet other foreign language faculty members in their new communities at the end of the 1989-90 academic year.

Meanwhile, Mr. Kazuo Tsuyuki, a representative from Yamanashi based in the Iowa Department of Economic Development, arranged for two teachers from Yamanashi to come to Iowa through a separate program in the Japanese Ministry of Education. He also arranged for a grant from the Osano Foundation in Yamanashi to offset some of their expenses. After participating in an orientation program in Japan, the Yamanashi teachers arrived in Iowa in July 1990, in time to join other alliance teachers for part of the orientation program in Iowa City.

Much of the 1989-90 work of the Teacher Recruitment and Placement Committee fell on its chair, Paul Hoekstra, foreign language consultant in the Department of Education and the commission's administrative liaison to the department. Not only did this committee have the responsibility of recruiting teachers in a foreign country, it also recruited districts to participate in the program. Early on, an encouraging number of districts expressed interest in the alliance, but it soon became apparent that the \$15,000 participation fee would impose a heavy financial burden on them; moreover, few districts anticipated a large enough enrollment to make up a full teaching load for a Japanese teacher. Mr. Hoekstra's solution to these problems has turned out to be one of the most unusual aspects of the alliance program: he negotiated teacher placements that cut across district lines and hierarchical divisions among educational levels, to create an unprecedented arrangement for local sponsorship of the Japanese teachers, as detailed in the next section. Finally, because of the need to travel among different schools, the alliance required teachers to have drivers' licenses and arranged car leases for them with Toyota of Iowa City.

In this same period, the Cultural Affairs Committee established ties with the sister states organization, the International Trade Center, the Iowa Arts Council, the Iowa Humanities Board and a wide array of arts organizations and individuals throughout the state. Sarah Lande, the committee chair, arranged meetings in seven Iowa communities to communicate goals of the alliance and to solicit ideas and involvement of local people. In the spring of 1989, in cooperation with sister states and the Iowa Arts Council, the Cultural Affairs Committee sponsored an ArtPals exchange of art works among elementary school students in Iowa and in Yamanashi prefecture (see clipping), that program is continuing in 1990-91.

After the Center for Asian and Pacific Studies secured a grant enabling it to hire Elizabeth Jerde as Japanese outreach and alliance coordinator in the fall of 1989, the Cultural Affairs Committee began working with Ms. Jerde to seek external funding for the cultural component of the project, specifically by generating program ideas. Some of these suggestions Ms. Jerde was able to incorporate into the grant applications she developed and submitted to the Iowa Arts Council and the Iowa Humanities Board, for Japanese festivals in the visiting teachers' communities. In the spring of 1991, alliance festivals are to be held in Ankeny, Bettendorf, Davenport, Pleasant Valley, Boone, Ames, Clarinda, Clinton,

Council Bluffs, DeWitt, Fort Dodge, Muscatine and Sioux City, as described in the section on Cultural Outreach, below. In addition, Toni Baugher, a member of the cultural affairs subcommittee, is preparing a curriculum packet for teaching Japanese culture, incorporating her research and experience in chairing a Japanese Festival Week in Ankeny schools last spring. The packet will be made available to all Iowa teachers.

Iowa-Japan Cultural Alliance Activities, 1990-91

On May 11, 1990, the day after eight of the 10 Japanese teachers arrived in the United States, members, superintendents and mentor teachers welcomed the group to Iowa at a Terrace Hill barbecue. The hosts were First Lady Chris Branstad, Director of the Department of Education William Lepley, and Chair Hunter Rawlings. Food was provided, prepared and served by members of the Iowa Pork Producers Association. The two teachers from Yamanashi, who arrived in July, joined the other eight teachers near the end of the orientation and met superintendents and mentor teachers shortly thereafter.

As of fall 1990, all 10 teachers were busy with their classes. To help with coordination and "quality control," each teacher sends a monthly report to the Center for Asian and Pacific Studies. Reports are duplicated and shared with all 10 teachers as a way of circulating ideas for classes and helping one another with problems of cultural adjustment. Occasional weekend workshops also provide opportunities for exchanges of successful teaching techniques. To judge from press clippings (appended), the teachers have been received with great enthusiasm in their communities and are adjusting well to life in Iowa. All told, alliance teachers are offering Japanese to almost 700 young Iowans who otherwise would not have had an opportunity to study this demanding language.

The Teachers and Their Communities

The 10 teachers and their teaching assignments in 17 high schools, four community colleges, two private colleges, and various elementary and middle school programs, are as follows:

1. Ms. Noriko Hiroki graduated from Hiroshima University in 1990, with a B.A. in education; she enjoys baking, listening to music, and playing softball. Her teaching contract is with Council Bluffs Community Schools; Lewis Central Commu-

nity Schools and Iowa Western Community College are sharing schools. Peggy Rodriguez is her mentor teacher, and Lupe Calleroz and Mary Pape are her contacts at the other two schools.

2. Mr. Masao Kono has an M.A. in education from Hiroshima University. He is under contract with Sioux City Schools, with Morningside College as a sharing school. Gayle Yeska is his mentor, and David McAlpine (a commission member) is his contact at Morningside.
3. Ms. Etsuko Nakayama completed her Japanese teacher's training course at the Asahi Culture Center, Tokyo, and she has been assistant director of the Practical English Conversation Center in Tokyo. Among her hobbies are Aikido and Japanese handicrafts. She is under contract with Boone Community Schools, with Ames Community Schools as a sharing district. John Walezky is her mentor, and Luther Kaiser, Liz Verhoeven and Sally Schonhorst are her contacts in Ames. (Nakayama-san was married just before leaving Japan, and since her husband was unable to accompany her she will return at the end of the school year.)
4. Ms. Kyoko Kita, from Anpachigun, Gifu prefecture, has taught Japanese at the Sony Language Laboratory in Nagoya, and she has also worked as a freelance writer. She is under contract with Iowa Central Community College, with Fort Dodge Community Schools as a sharing district. Her mentor is Mary Sula Linney, and her Fort Dodge Schools contact is Barbara Long.
5. Ms. Yumi Yoshimoto, who holds a B.A. in education from Hiroshima University, is under contract with Central Clinton Community Schools in DeWitt; North Scott Senior High in Eldridge is the sharing school. Anne Volkman is her mentor, and Nancy Shileney is her North Scott contact.
6. Ms. Mieko Sakai, from Takatsuki-shi, Osaka, has taught English for the past two years at the Kyoto English Center. Her interests include flower arranging, scuba-diving and the tea ceremony. She is under contract with Clinton Community Schools, with Clinton Community College and Mount St. Clare College as sharing schools. Joan Boyd is her mentor, and Charles Krumbein and Dina Benson are her contacts in the two colleges.

7. Ms. Yukari Hirata has an M.A. in teaching Japanese as a foreign language from Tsukuba University, and has taught Japanese to researchers from other countries. To introduce foreigners to Japanese culture, she has incorporated tea ceremony, Japanese songs and calligraphy into her language lessons. She is under contract with the Bettendorf School District, with Davenport Community School District and Pleasant Valley High School as sharing schools. Pam Fredericksen (a commission member) is her mentor at Central High School in Davenport, and Diane Mellott is her mentor at Bettendorf High School; Therese Suzuki is her contact for sharing schools in the Davenport district and Joanne Macieiko is the contact at Pleasant Valley.
8. Ms. Emiko Oda, from Kagawa prefecture, on Shikoku, is a recent graduate of Hiroshima University. She has studied flower arrangement, tea ceremony and Japanese traditional dance. She is under contract with the Muscatine Community Schools, where she teaches units on Japanese language and culture at the middle school level. Shelley Frost is her mentor at Central Middle School.
9. Mr. Eiichi Takahashi, a Yamanashi teacher sponsored by the Japanese Ministry of Education, is under contract with Clarinda Community Schools, with Iowa Western Community College in Clarinda as a sharing school; his mentor is Bill Lawrence. He has a degree in French literature and has taught English at the junior high school level. He is also keeping up his French studies while in Iowa.
10. Mr. Norihiro Takahashi, another Yamanashi teacher sponsored by the Japanese Ministry of Education, is under contract with Des Moines Area Community College in Ankeny, with Ankeny Schools as a sharing district; his mentor is Toni Baugher (a commission member), and his contact at DMACC is Jim Stick. Like Mr. E. Takahashi, he has taught English in a Yamanashi junior high school, and he is an accomplished rakugo (storyteller) on the side. He expects his wife to join him later this year.

Cultural Outreach

Beginning with television interviews at the welcoming barbecue, the outgoing and enthusiastic alliance teachers have been strikingly effective cultural ambassadors for Japan. To television reporters from a Des Moines station, they eagerly described their plans for working with Iowa youth. One of the teachers' first demonstrations of Japanese culture took place at the barbecue, when they joined commission chair Rawlings in painting the blank eye of a Daruma figure, in a ceremony signifying the beginning of a momentous undertaking. The Daruma's other eye is to be "opened" at the end of the project.

The alliance teachers' first direct encounters with the Iowa public came during the annual arts festival in Iowa City in June 1990. Beth Jerde, alliance coordinator, had met with festival planners to help develop the year's emphasis on the arts of Japan, a focus timed to coincide with the appearance of the Grand Kabuki Theater at Hancher Auditorium. At the festival the teachers demonstrated sushi-making and ikebana (flower arrangement) at a grocery store, answered questions about Japan and Japanese culture in a city park, performed the tea ceremony in two flower gardens and in the public library, modeled kimonos and a happi coat in two other gardens and at a shopping mall, participated in a panel discussion of family relations in different cultures, presented a program on Japanese culture at the senior center, sang Japanese songs (and taught them to the audience) at the opening of the Japanese Pastimes exhibition at the University of Iowa Museum of Art, acted as resource persons at a global studies workshop for teachers and accompanied the Kabuki troupe to Kalona.

The alliance's plans for 10 Japanese festivals, sponsored by the Iowa Humanities Board and the Iowa Arts Council, are well advanced. The festivals highlight Japanese culture and are being arranged in consultation with people in the communities where the Iowa-Japan Cultural Alliance teachers are based. Details of the first two festivals give an idea of variations from community to community.

1. January 19, 1991: Clarinda High School, Clarinda, 12-5 p.m.
Keiko Yamanaka from Grinnell College talked about women in the Japanese work force; Tim Barrett from the University of Iowa Center for the Book demonstrated Japanese papermaking and guided members of the audience in making their own paper; Jesse Evans from Augustana College,

Rock Island, Illinois demonstrated the koto (stringed musical instrument); Lowell Lines (Clarinda) showed slides from his trip to Japan; Japanese residents of the area provided Japanese food, performed the tea ceremony and entertained children with origami (paperfolding).

2. February 7, 1991: Iowa Central Community College, Ft. Dodge, 5-9 p.m.
Dudley Andrews, University of Iowa Film Studies program, related Ukiyo-e ("Floating World") prints to film; Kimiko Gunji, University of Illinois at Champaign-Urbana, performed Kabuki dance; Jesse Evans performed on the koto; Utamaro and His Five Women, a film about an 18th century woodblock artist, was shown; a raku artist demonstrated pottery-making; the Rotary Club staffed food-tasting stations; lessons in ikebana (flower arranging) were offered; and Kyoko Kita, the alliance Japanese teacher, performed the tea ceremony, assisted by her students.
3. February 16, 1991: Sioux City Art Center, 12-5 p.m.
4. March 16, 1991: DeWitt, time and place to be arranged.
5. March 30, 1991: Terrace Elementary School, Ankeny, 12-5 p.m.
6. April 6, 1991: Iowa Western Community College, Council Bluffs, 2-8 p.m.
7. April 27, 1991: Mount St. Clare College, Clinton, 12-5 p.m.
8. May 4, 1991: Boone Area Cultural Center, 12-5 p.m.
9. May 11, 1991: Davenport-Bettendorf-Pleasant Valley, time and place to be arranged.
10. June 9, 1991: Muscatine Art Center, 1-5 p.m.

Other cultural exchange opportunities have luckily fallen in the alliance period: the May 1990 friendship tour of the University of Iowa women's basketball team; competition of an Iowa baseball team and a soccer team in Yamanashi in the summer of 1990; negotiations of Opera Iowa for a performing tour in Yamanashi schools; and the November 1990 visit of a sister states delegation to celebrate 30 years of friendship and the opening of the international center in Yamanashi. Beth Jerde, a member of the sister states delegation, was able to use that opportunity to gather material for the 10 Japanese

festivals in the teachers' communities. The alliance's Cultural Affairs newsletter will include a calendar of such events.

Outlook for Alliance Programs, 1990-91

Because the alliance curriculum is proficiency based, the outcomes assessment planned for the end of the academic year is an essential component of the program. To assist the alliance and the school districts in evaluating the effectiveness of the project, alliance teachers will work with Professor Osamu Kamada, an ACTFL/ETS-certified tester from the University of Iowa Department of Asian Languages and Literatures and with Beth Jerde, Tom Rohlich and Robert Leutner of the Center for Asian and Pacific Studies in developing a proficiency testing instrument and in determining an appropriate number of students for evaluation. Because of the costs involved in assessing oral proficiency, it will not be possible to test all 700 students in the 10 locations, but a statistically significant sampling will be randomly selected for assessment.

Before the alliance can refine its plans for the second year of the program, it must make other assessments as well. How many teachers wish to remain for the second year? How many districts wish to continue in the program? What improvements need to be made in coordination and administration, for the benefit both of the teachers and of the districts? How can the financial basis for the second year be made more secure?

As of November 1990, six districts had informed Paul Hoekstra that they wished to continue, at a participation fee of \$16,500 (up from \$15,000 last year to provide raises for the teachers and cover other cost increases). The school board of one district, Muscatine, where the teacher had provided mini-courses for middle school students, voted not to continue.

From the teachers' point of view, some problems have resulted from gaps in communication about money and what is expected of them in the different locations. The alliance functions outside normal administrative channels, and spotty communication can be explained in part by the lack of precedent for a multi-sited statewide program of this magnitude and complexity. The alliance's decentralized leadership has required an extraordinary amount of cross-checking among the Department of Education, the multiple participants in the districts' coalitions and at least five offices within the University of Iowa. Moreover, the alliance's funding structure is pieced together from many public and private sources.

The eight directly recruited alliance teachers were not prepared for two major types of expenses: (1) the 7.68-percent Social Security tax (FICA) on their 14-month salary of \$22,300, and (2) the lease (\$392 per month) and insurance payments on the cars they must drive in commuting from school to school. On a monthly take-home income (after FICA) of \$1,471, reduced by the car lease payment, it can be a struggle to take care of the car insurance and upkeep.

There are also inequities in the teachers' circumstances. One teacher, as a single young driver in an urban area in the western part of the state holding an international driver's license, must pay a monthly car insurance installment of \$113, while others pay considerably less. This particular teacher begins her day at 8 a.m. in one high school, commutes to two others, and then teaches three evenings a week at the community college that shares her contract. All told, she has over 150 students at four sites, while another has only 24 students at two sites. Such differences in circumstances are compounded by the contrast with the Yamanashi teachers, who receive their normal salaries from Japan, in addition to \$3,500 for expenses from the Osano Foundation of Yamanashi.

In hindsight, the alliance also recognizes that the teachers would have benefited from an opportunity during the summer to get more of a head start in preparing their lesson plans, teaching materials, handouts, and tests. For a teacher who commutes among schools, often with little travelling time, and without always having access to a desk, storage space and supplies at each location, logistics can be difficult. In preparing for 1991-92, the alliance will attempt to alleviate these problems as much as possible. It is gratifying that, on balance, the morale of the teachers appears to be high, and the students and districts appear to be pleased with the program.

The Iowa-Japan Cultural Alliance: A National Model

The commission is proud of Iowa's pioneering role in bringing high-quality Japanese language instruction to young people in both rural and urban communities. According to the Japan-U.S. Friendship Commission, the Iowa-Japan Cultural Alliance is apparently the "first systematic effort to establish Japanese language training at the high school level using university standards."

The Japan Foundation's Japanese Language Institute has also recognized Iowa's leadership position in promoting

Japanese studies in the secondary schools. At its expense, the institute invited Paul Hoekstra, the Department of Education's foreign language consultant, to make a presentation in Japan in the Colloquium on Program Management in Japanese-Language Education on November 26-27, 1990. Only two other states, Washington and Oregon, were invited to send representatives. Other participants were from Australia, New Zealand, Canada and Germany.

The commission is pleased with these and other indications that the Iowa-Japan Cultural Alliance is already regarded as a national model. Yet we also realize—as Paul Hoekstra learned during the recent colloquium in Japan—that other English-speaking countries are moving even faster than we are to prepare their citizens to communicate with the Japanese in the next century. Australia began to move in this direction some years ago, for example, and it now numbers its teachers of Japanese in the hundreds. The Canadian province of British Columbia also has an exemplary program of Japanese language instruction. The commission regards these achievements as reminders that Iowa must continue to expand its offerings in Japanese and in the other less commonly taught languages that are critical to our nation's future.

The Commission's Future Agenda

In 1991-92, the Iowa Commission on Foreign Language Studies and International Education intends to complete the Iowa-Japan Cultural Alliance Project and move forward in implementing the unfinished agenda of the 1983 task force, particularly with regard to foreign language programs in elementary schools. The commission also intends to follow up on the task force's recommendation calling for a survey of the needs of Iowa businesses in the international arena, and to study how these needs are met through the resources of Iowa schools and colleges. Further, the commission will re-examine the portion of its charge that concerns international education, with an eye toward determining the relationship between the concepts of international education and global education, in order to recommend ways in which these studies might be more closely related to foreign language studies. Finally, as with the Iowa-Japan Cultural Alliance, the commission will develop additional projects that will have a statewide impact in promoting foreign language studies and international education in Iowa, and fulfilling other elements of the governor's charge.

To ensure stability and continuity in planning, the commission seeks recognition in 1991 as a permanent body under Iowa law, with appropriate state funding for meetings and ongoing projects.



Appendix A


State of Iowa
Executive Department

IN THE NAME AND BY THE AUTHORITY OF THE STATE OF IOWA

EXECUTIVE ORDER NUMBER THIRTY-FIVE

- WHEREAS, the people of Iowa recognize the fundamental importance of foreign language study and international education in an increasingly interdependent world; and
- WHEREAS, additional efforts must be made to increase the number of Iowans with a fluency and proficiency in foreign languages, and with an understanding of and an appreciation for foreign cultures; and
- WHEREAS, an aggressive effort in foreign language training can give Iowans a clear advantage in a competitive world economy.
- NOW THEREFORE, I Terry E. Branstad, Governor of the State of Iowa, by virtue of the authority vested in me by the laws and Constitution of the State of Iowa do hereby order that:
- I. There shall be created an Iowa Commission on Foreign Language Studies and International Education to be appointed by the Governor whose membership shall include representatives from:
 - A. Faculty of Higher Education Institutions, Secondary Schools, and Primary Schools
 - B. Business and Industry
 - C. Government
 - D. General Public
 - II. The Commission on Foreign Language Studies and International Education shall be administratively attached to the Department of Education. With the approval of the Director of the Department of Education, the Department shall fund the travel and administrative expenses of the Commission. The Commission shall have a Chairperson, appointed by the Governor to serve for a term of two years. One half of the initial members shall serve for a term of two years and the remaining half shall serve for three years. Subsequent appointments shall be for a term of three years. The Commission shall consist of at least 20 members and no more than 28 members.
 - III. The Commission's charge shall include but need not be limited to:
 - A. Coordinating and enhancing efforts to inform and educate Iowans on the importance of foreign language study and international education.

- B. Promoting a comprehensive foreign language and international studies program for Iowa, extending from kindergarten through college and beyond.
 - C. Developing closer and more productive relationships between educational programs and the business community and encouraging efforts to explore the educational and economic benefits of such relationships.
 - D. Working with appropriate state and private agencies to promote international exchange programs.
 - E. Presenting an annual written report to the Governor, the Board of Regents, and the State Board of Education and providing continuing advice on coordination and implementation of recommendations.
- IV. The Chairperson shall be responsible for calling meetings and preparing meeting agendas with the advice of the membership.
- V. After a period of five years, the Iowa Commission on Foreign Language Studies and International Education shall make a recommendation to the Governor regarding the continuation of the Commission. The Governor shall review this recommendation and shall make a decision to continue or discontinue the Commission. Following this review, the Governor shall review the status of the Commission upon each subsequent appointment of the chairperson.



IN TESTIMONY WHEREOF, I have hereunto subscribed my name, and caused the Great Seal of the State of Iowa to be affixed. Done on this 27th day of September in the year of our Lord one thousand nine hundred and eighty-eight.

Troy E. Broustad
GOVERNOR

ATTEST:

Elaine Baxter
SECRETARY OF STATE

Appendix B

Governor Terry E. Branstad's Charge Iowa Commission on Foreign Language Studies and International Education

As the people of Iowa have undertaken new initiatives in an increasingly interdependent world, they have rediscovered the fundamental importance of foreign language study and international education to our state. After a long period of decline, enrollments in foreign language and international studies are increasing at all levels of our educational system.

Yet few Iowans -- and few Americans -- ever achieve true fluency and proficiency in a foreign language, or attain a global perspective on problems that have international ramifications. In contrast to most of the economically advanced nations of the world, we share in what the American Association of the Universities has called a "national disinclination" to study the languages and cultures of other countries. That gap in our knowledge deprives Iowans of opportunities in a competitive world economy and works to the disadvantage of all Americans -- culturally, diplomatically, and economically.

Recognizing this problem, Governor Robert D. Ray appointed a Task Force on Foreign Language Studies and International Education in 1982 to study ways of improving our educational programs in these important areas. In 1983, upon completion of its assignment, the Task Force called for establishment of a commission to implement the recommendations contained in its report. The state is now in a position to move forward with this initiative.

Accordingly, I am establishing a Commission on Foreign Language Studies and International Education to promote and coordinate statewide educational emphases in these areas. The members of the Commission, chaired by Richard D. Remington, Vice President for Academic Affairs and Interim President of the University of Iowa, are drawn from advocates of foreign language and international education in the state's universities, independent colleges, public school system, and private businesses. Under the broad mandate of promoting foreign language studies and international education in the state of Iowa, the charge to the Commission includes, but need not be limited to, the following responsibilities:

1. Coordinate and enhance statewide efforts to inform and educate Iowans on the importance of foreign language study and international education, with particular attention to ensuring that academic counselors at the high school and post-secondary levels have access to information that would help them explain to students the personal and social benefits of foreign language and international studies.

2. Promote a comprehensive foreign language and international studies program for Iowa, extending from kindergarten through college and beyond. Such a coordinated program, emphasizing world history and skills for effective communication, should be particularly concerned with the national need to develop an increased understanding of major non-European languages and cultures which have heretofore received relatively little emphasis in academic programs, either in Iowa or in other states. Encourage the development of pilot programs in foreign language and international education at the primary level and in the study of less-commonly-taught languages and cultures that are of major significance to Iowa, such as Arabic, Chinese, Japanese, and Russian.
3. Encourage articulation and cooperation among the various levels of foreign language and international teaching, with particular attention to the need for increased collaboration and coordination at transition points in the educational process. Collaboration between elementary and secondary schools, between secondary schools and colleges and universities, and among colleges and universities, both public and private, will offer students enhanced opportunities to develop greater skill and competency as they advance through the system.
4. Work with colleges and universities and with the Department of Education to strengthen programs of teacher preparation, teacher certification, and continuing education for teachers in foreign languages and international studies, with consideration of the development of a special certification program recognizing fluency and proficiency in a foreign language.
5. Cooperate with appropriate state and private agencies and organizations in implementing statewide efforts to promote foreign language study and international education, and work to create such organizations where none exists. In particular, assist state authorities, in conjunction with business, labor, media, community groups, and others, to establish a continuing informational program making Iowa citizens more aware of the importance of international trade and investment for the state's economy, and informing them of the measures needed to take advantage of that potential.
6. Develop closer and more productive relationships between educational programs and the business community and encourage efforts to explore the educational and economic benefits of such relationships. In addition, assess the specific needs of the business community and work to meet those needs.

Iowa Commission on Foreign Language Studies and International Education



Terry E. Branstad
Governor
Hunter R. Rawlings III
Chair

THE IOWA-JAPAN CULTURAL ALLIANCE

The Iowa-Japan Cultural Alliance is a three-year project (1989-92) of the Iowa Commission on Foreign Language Studies and International Education. The goal of the Alliance is twofold: to encourage the study of Japanese language and culture in the schools of the State of Iowa and to increase among all Iowans an awareness of Japan's cultural heritage and the importance of its role in the modern world.

The general charge of the Commission, appointed in 1988 by Governor Terry E. Branstad and chaired by President Hunter R. Rawlings III of the University of Iowa, is to promote foreign language studies and international education in Iowa. By establishing partnerships among interested people in business, state government, education, and the arts, the Commission aims to create a climate in which Iowans will recognize the importance of learning about other languages and cultures. To heighten the effectiveness of statewide efforts to achieve this general goal, Commission members chose, as a first project, to focus for a three-year period on a single language and culture.

The core project of the Iowa-Japan Cultural Alliance is an ambitious program bringing ten well-prepared teachers of Japanese as a second language to Iowa, to teach for a period of one or more years in Iowa schools. The teachers, who came from Japan specifically for this project, began their work in the summer of 1990 with an orientation program at the University of Iowa, introducing them to methods that have proved effective in teaching Japanese in U.S. classrooms. To help the Alliance teachers in their acculturation, visiting teachers are paired with experienced local foreign language teachers who are acting as mentors during their stay. Alliance teachers also meet occasionally with teachers from the University of Iowa's Ford Foundation sponsored Iowa Critical Languages Program. Most of the Alliance teachers are teaching not only in high schools, but also in junior high schools, community colleges, or private colleges as well. On one community college campus, a teacher is also using narrowcast interactive telecommunications facilities to reach students at remote sites. Teachers gather periodically for weekend workshops and program assessments.

The Alliance is also encouraging various local organizations in communities throughout the state to sponsor activities designed to heighten Iowans' interest in Japan and to deepen their understanding of many aspects of Japanese culture. These activities will include such things as workshops and seminars for Iowa teachers, conferences on Japanese business, traveling art exhibits, tours of performing artists, and "Japan festivals" designed to bring Japanese culture to as broad a cross-section of the general public as possible.

The program coordinator for the Iowa-Japan Cultural Alliance is Elizabeth Jerde, whose office is in the Center for Asian and Pacific Studies of the University of Iowa, (319) 335-1306. The Alliance receives additional administrative support from the Foreign Language Consultant of the Iowa Department of Education, the Office of the Governor of the State of Iowa, and the Office of the President of the University of Iowa.

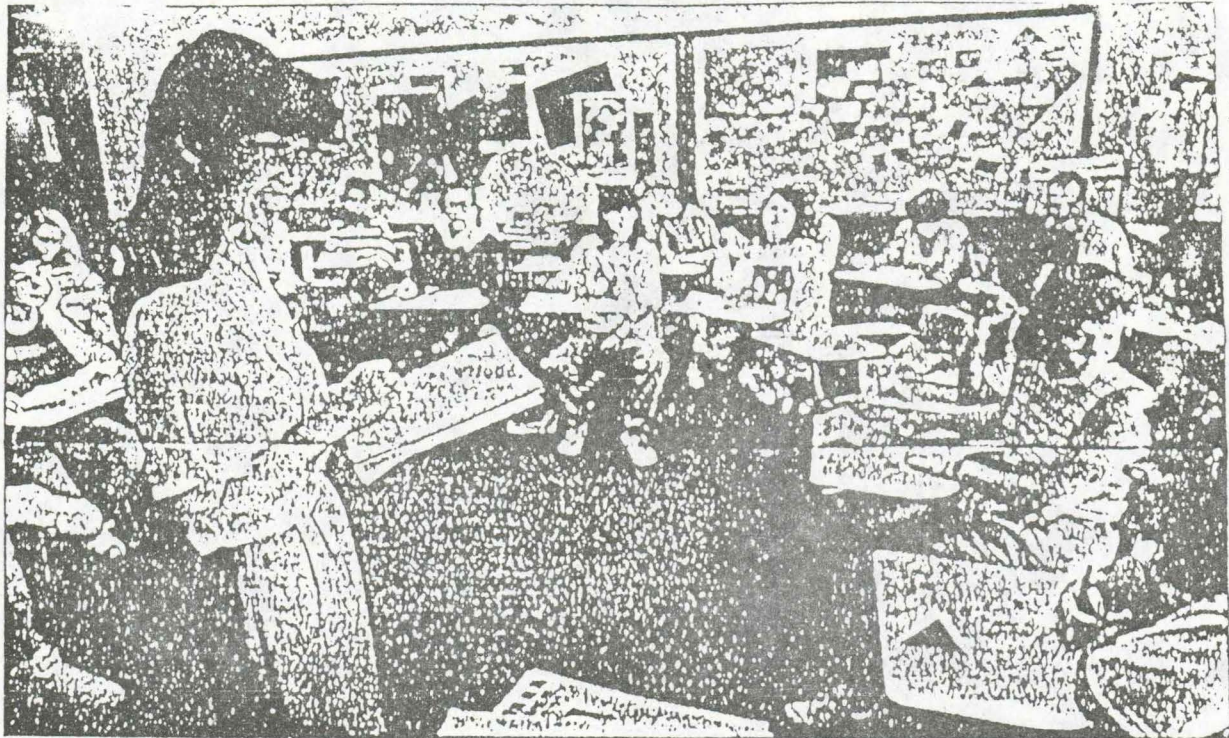
IOWA-JAPAN CULTURAL ALLIANCE BUDGET
May 1, 1990-June 30, 1991

8 teachers' settling-in expenses (incl. first month's car lease and two months' car insurance, @ \$1,500 ea.)	\$ 12,000
8 teachers' plane fare -- one-way Tokyo-Des Moines, @ \$883.26 ea.	7,066
8 teachers' return plane fare one-way D.M.-Tokyo (est.)	10,000
8 teachers' salaries: 22,300 for 14 mos.+ employers' FICA 1,706 + ins. (est.) (NOTE: orig. est. of 205,332 underestimated districts' insurance costs)	210,855
2 Yamanashi teachers' salaries x 12 mos. (in-kind, Yen-to-dollars, from Japanese Ministry of Education)	xxxxxxx
2 Yamanashi teachers' settling-in expenses (1,500 ea.)	3,000
2 Yamanashi teachers' FY 91 supplements for expenses (assumes no FICA) (Yamanashi grant for FY 92 is 7,000 (3,500 ea.); FY 92 is 6,000 (3,000 ea.))	7,000
2 Yamanashi teachers' benefits (est.)	3,300
2 Yamanashi teachers' one-way plane fares (D.M.-Tokyo) (est.--purchased in Japan)	4,000
Curriculum development (salary, FY 90) -- Ctr. for Asian and Pacif. Studies (CAPS)	3,500
Global Studies Workshop (with mentor teachers) June 1990 -- CAPS	3,000
Summer Orientation -- CAPS	10,450
Textbooks, teaching materials, curriculum packages (10 sets) -- CAPS	14,000
In-service workshops -- CAPS	6,500
Outcomes assessment (ACTFL/ETS proficiency testing) -- CAPS	5,300
*CAPS administrative support FY 91 (1/2 salary, postage, supplies, travel)	25,000
Balance of CAPS administrative support FY 91	27,145
Cultural outreach (Japanese festivals, ArtPals, exhibits)	13,000
Total cost of program, 1990-91 (not counting in-kind Japanese salary support for 2 teachers)	<u>\$365,116</u>

Funding commitments:	
10 School Districts (8 pay tchrs; 2 pay bal. from Yamanashi expenses to UI Fdn)	150,000
Department of Education 45,000, FY 91; 4,900 (travel); 3,500 (CAPS, FY 90)	53,400
Private fundraising UI Fdn.	88,612
Osano Grant (2 Yamanashi Teachers' expenses / \$20,000 for 3 yrs.) UI Fdn.	7,000
Japan Foundation (toward orientation and teaching materials) CAPS	33,950
Japan-US Friendship Commission FY 91 CAPS	27,145
Iowa Humanities Board; Iowa Arts Council (for cultural programs) V915-V916	11,000
Total funds committed:	<u>\$371,107</u>

Carry-over to FY 92, if not needed to meet contingencies in FY 91: \$5,991.00 + poss. savings on airfare; also, \$13,000 is on deposit for next 2 yrs. of Yamanashi tchrs.

* Does not consider debt for coordinator's salary, FY 90, to match FY 90 Japan-US Friendship Comm. grant to the UI Center for Asian and Pacific Studies (CAPS); Dept. of Econ. Dev. pd. \$4,500; UI covered balance.



Larry Fisher/QUAD-CITY TIMES

Students listen as Yukari Hirata explains the Japanese alphabet. She will teach Japanese language and culture.

New teacher brings Japan into Iowa's classrooms

By John McCooley
QUAD-CITY TIMES

"Kunnechiwa, Hirata Sensei!"

That's how students at Davenport West High School said hello Monday to one of their teachers on the first day of classes.

Monday was the first day of Japanese language classes in four Quad-City high schools. The classes are taught by Yukari Hirata, as part of an Iowa-Japan cultural program.

"I'm so glad to finally meet you," the shy 25-year-old from Tsukuba, Japan, said to her class.

Before classes began, she studied a lot about how American high schools run and how students act. "I heard a lot about problems like drugs and fighting," she said.

"They even had teachers in a workshop act like troublemakers in class. Sometimes we didn't know what to do with them," she said in near-perfect English.

But she did not find any troublemakers Monday. Her students acted respectful, like those in Japan. At Davenport Central High School, the students bowed in Japanese custom.

She will teach this year at

Davenport West, Central, Bettendorf and Pleasant Valley high schools.

She is one of 10 Japanese teachers placed in Iowa schools through the Iowa-Japan Cultural Alliance, a program started by the University of Iowa.

She studied for one year in upstate New York and liked the country so much that she is back.

"Iowa is different. Not many people here know about Japan," she said.

She is here to change that. "Language is important. It is the beginning of understanding each other's culture and people."

That will not be easy for her students. She told them there are two basic alphabets of 46 letters each and another one of thousands of letters.

"I figured it would be tough. It looks tougher than I thought," said Dave Rindler, a senior at Davenport West.

But he, like others, is taking on the challenge his sensei, or teacher, presents. "We can learn a lot from each other," he said.

So far, Hirata is fitting in well here. "I feel welcome and a part of the community. The people are kind and friendly," she said.



Yukari Hirata shows her students how to say "Good morning" on the first day of class.

The North Scott Press

Japanese language teachers to broaden N. Scott horizons

There will be a touch of the Far East at North Scott High School this fall.

Yumi Yashimoto, a young educator from Hiroshima, Japan who recently came to this country through the Iowa-Japan Cultural Alliance, will be teaching classes in Japanese at North Scott and at Clinton High School and Clinton Junior High for the 1990-91 school year. She is one of seven Japanese educators recruited by a University of Iowa professor to teach at various districts in the state. The group arrived in Des Moines on May 10, and its members will receive special training during the next two months to prepare them for their assignments.

Yashimoto, who will be residing with a foreign language teacher in DeWitt during her 14-month stay in the U.S., said she decided to enroll in the program to "experience another culture."

"It is good chance for me (to go abroad)," said the Japanese teacher, who has studied English for six years. "I'd like to know what is American life. What do Americans think about politics, or education, or peace--anything, everything."

Yashimoto spent her first day in Eldridge getting acquainted with the staff and students--and helping Japanese exchange stu-

dent Kaori Sugawara catch up on news from home. Sugawara is from Iwate, a city which, like Hiroshima, is located on Honshu Island.

Sugawara, who just finished her junior year at North Scott, has had a year to do what Yashimoto hopes to do during her time in The States--improve her conversational skills.

"In Japan, we most learn English at junior high and at high school," Yashimoto said, struggling for the right words. "We have learned (much) written English...."

"But not conversation," Sugawara piped in. "This is hard for Japanese."

Because the Japanese are relatively shy, they are reluctant to initiate conversations with Americans visiting their country, the two explained. And so they have little opportunity to brush up on their communication skills. "We can't understand, in Japan, English," said Sugawara. "We don't have a chance to speak English."

Yashimoto said she is excited with the prospect of teaching her native language to students who probably have little knowledge of Japan, its people and its customs. And she's hoping that the classes will be a learning experience for both student and teacher.



NS To Offer Japanese - Yumi Yashimoto, right, of Hiroshima, Japan, joining the North Scott High School faculty this fall as the district's new foreign language teacher. Yashimoto will be teaching Japanese to students in the North and Clinton school districts as part of the Iowa-Japan Cultural Alliance program. When she recently arrived for her 14-month stay in the Midwest, the educator received a warm greeting in her native language from Kaori Sugawara, left, a North Scott exchange student from Japan.

NSP Photo by Barb C

New teacher offers diversity

By DAVE OVERBY
Herald News Editor

Ichl... Ni... San... Shl... Go... 1, 2, 3, 4, 5... The newest language of cultural diversity and business opportunity will echo through the halls of Clinton schools this fall.

Students in Clinton will have an opportunity to learn some Japanese this year, as Mieko Sakai, 28, from Osaka, Japan, will be teaching the language in the local colleges and schools.

She has 18 students signed up at Clinton High School, and 10 in a combined CCC-MSCC course. She will also visit the middle and elementary schools to give classes. She will teach the spoken language, with some instruction in Japanese characters and Japanese culture. Though there are Japanese dialects, she will be teaching a standardized Japanese.

Sakai learned English in Japan

with three years in junior high, three in high school, and four at Doshisha Women's College, Kyoto, where she graduated in 1984. For a time she worked for a trading company in Osaka, but wanted "a more creative job" she said, and since she liked studying language, she taught Japanese as a second language for two years.

Since she arrived in Iowa May 10, she said she has met "very many kind people" though the police stopped her once for not yielding to an emergency vehicle.

She said about America, "Everything is so big, very comfortable. The roads are very wide." But there are some minor drawbacks, such as, "a bottle of milk is too big; you can't buy something for just one person."

As to her decision to come to teach in America, she has no doubts about her choice, but "My mother,

father didn't agree. They are concerned about marriage" as 28 is rather old in Japan for a woman not to be married. She has two younger sisters and one younger brother. Her father is employed in the textile industry.

She is sponsored here by the Iowa-Japanese Cultural Alliance and came to Iowa with 10 other Japanese teachers. They will be in Iowa City in July for an orientation session. She has been happy to find some people in the Clinton area who can speak Japanese, and make her feel at home.

Sakai will have some cultural differences to face, also. For example, she said she was "surprised to see people stop working (at quitting time) and go home" unlike some sectors of Japan where workers many times work overtime on their own time, although she admitted the American habit was probably,



Mieko Sakai

"good for the family." She was also surprised to find out, "students study so hard here."

Clinton Herald

Japanese teacher at DeWitt

By JEANNE HANSEN
Herald Correspondent

DEWITT—Yumi Yoshimoto, the Japanese teacher arrived this summer in DeWitt. Yoshimoto will be teaching the Japanese language in the fall to Central High School students. In addition to teaching foreign language, Yoshimoto will teach about Japan and the Japanese culture to the elementary and junior high students.

After a short time in DeWitt, Yoshimoto had some observations: "In Japan, the student is more attentive. They must be quiet. The students don't travel from room to room like they do here. Instead the teachers go from room to room. When a teacher enters a classroom, the students stand and bow.

"Just like here, the students raise their hands to ask questions, but in Japan, the student, when recognized, has to stand up to ask the question.

"We have various classes just like you do here, like shop and music. But we don't have business class in high school. You have to wait to take that in college. Typing is not offered in college, but computer classes are. Computer classes are not offered in the high schools."

Students end their high school years at the age of 18, just like in the United States. "Most kids go on to college. The

entrance exam is very difficult. High school students have to study hard to prepare for the exam," Yoshimoto said. "You can keep trying if you fail, but there is a charge for the tests, which can be taken at any time.

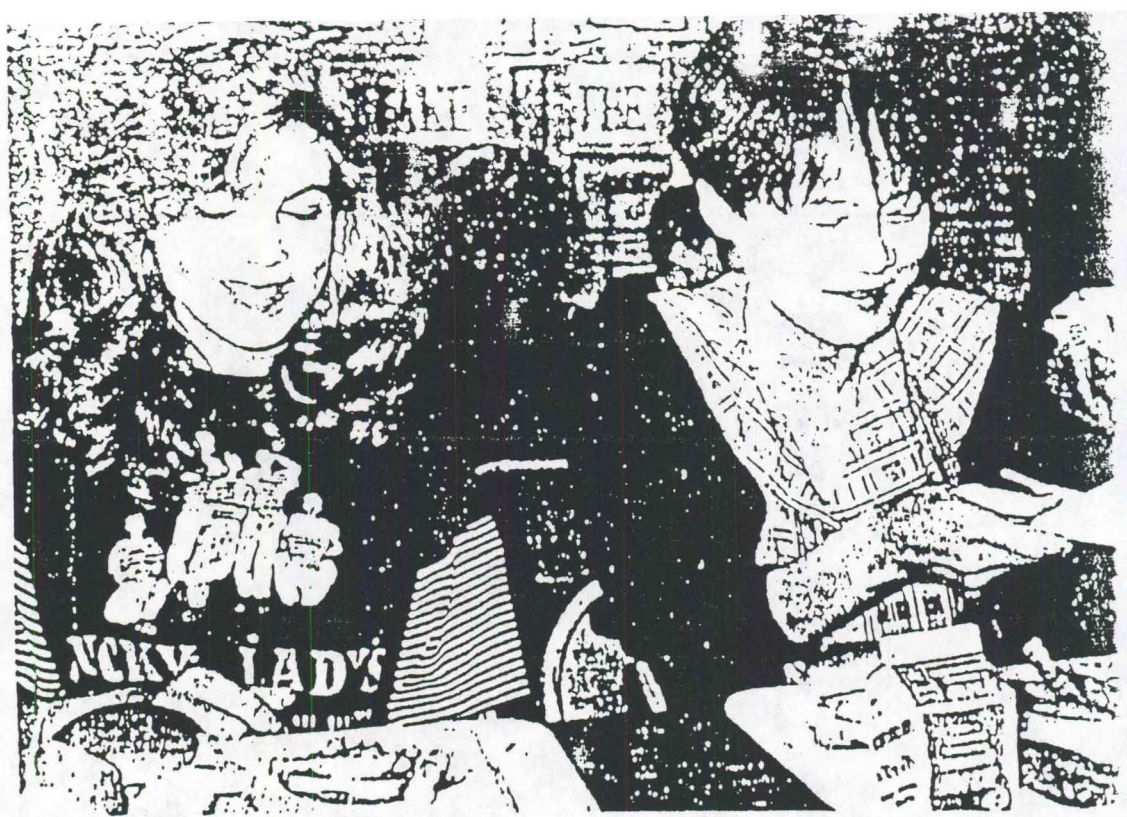
"But college is much less difficult than high school. In high school students must study hard to prepare for the exams."

Yoshimoto graduated in March. After completing her year of teaching here, she hopes to go on to get a Masters Degree. She studied teaching Japanese as a foreign language in her four years of college study.

"Reading the various handwriting is hard for me," Yoshimoto said. "I will probably ask students to print which is more universal."

Yoshimoto's time in DeWitt has been busy. She is staying with the family of Anne and John Volkman and their daughters, Mindi and Jessica.

Mindi, as she was taking Yoshimoto on a tour through a typical day of junior high classes earlier this year, said, "I have learned a lot about the Japanese school system in the last week. They are real strict. Students can only wear white socks with their uniforms. No perms are allowed. If a girl gets a permanent, she is suspended. Pierced ears are not considered proper either." "We are more open



DEWITT — Yumi Yoshimoto, above, right, the Japanese teacher for next year at Central High School, recently got acquainted with life at the school. Above, she enjoys a lunch of ham and turkey on buns, French fries, cookies, pears and

in our schools and they are stricter. I wouldn't like it, but there are some good things we should take after them. They can learn from us too. Tests are too hard and if you don't pass, you don't get a college education. Students are more serious about school in Japan and I think we need to be more serious than we are," Mindi said.

Yoshimoto is from the city of Hiroshima. "That was where the atomic bomb was dropped. It has all been rebuilt."

American food is quite different to Yoshimoto. "Some Japanese people eat bread or cereal for breakfast like you do here, but, most of us eat a rice bowl with bean soup and a sort of pickle. We use chopsticks. It is hard for me to handle a knife and fork," Yoshimoto said. "We eat a lot of meat and fish, especially fish, because Japan is surrounded by the ocean."

Yoshimoto said she found tacos "messy and hard to eat."

"We eat spaghetti in Japan, just like here and we have pizza, but we don't eat it at lunch time. Some Japanese people have tea time in the afternoon. They have green tea and Japanese style cookies as well as common cookies," Yoshimoto said. "I like to cook. I would like to fix up Sushi for my homestay family. Sushi is rice, fish and a sauce which is made with a Japanese bullion, sugar and Su which is a vinegar, plus a little salt," Yoshimoto said.

There are four main islands that make up Japan. Hiroshima is on the main island of Honshu.

milk, which is not as strange to her as the tacos she had on her first day at Central High School. Yoshimoto will be staying with Mindi Volkman, left, and her family during her time in DeWitt.

about 300 miles.

"The climate in Hiroshima is milder than here," Yoshimoto said. "The north island of Hokkaido is probably more like it is in Iowa. I have never been to Hokkaido."

Farms in Japan are much smaller than here. "They seem huge here, but I haven't really been to one yet," Yoshimoto said.

Yoshimoto carries an English-Japanese dictionary with her everywhere. "It's my Bible," she said.

"Everything is fresh and different

and new for me," Yoshimoto said after attending a music class. "The class broke into their own routine. It was a surprise for us. In Japan, we have chorus, but we stand there, straight and stiff. We move."

"Oh, that song is from the 'C Line'," Yoshimoto said. "The song is popular in Japan." Part of the class practiced included the "Charleston."

"I recognize that from TV, but what is it called?" Yoshimoto asked.

Clinton Herald

Summer 1990

Students in Boone, Ames will get a taste of Japa

By Cristy Roozeboom
Staff Writer

BOONE—Most of the new faculty joining the Boone school district staff came from various places in Iowa, but the prize for coming the farthest for the first day of classes goes to Etsuko Nakayama, who traveled half way around the world to be here. She came from Shizuoka, Japan, which is the home of Mt. Fuji.

Nakayama, who arrived in the United States last spring, will teach Japanese language and culture to the students of both the Boone and Ames schools during the 1990-91 school year on a teacher sharing program.

"I am not sure of my definite schedule yet, but my first class will be held in the Ames high school, and my last class will be in the Boone high school," she said. "In between the two, I will be teaching at elementary schools."

The Iowa-Japanese Cultural Alliance, sponsored by the Iowa Department of Education, brought Nakayama to Iowa.

"I heard of the Iowa-Japanese alliance and was very interested to come to America," she said. "I have always had an interest in this country, and in college I majored in American Studies. I feel I am lucky to be here, and I am satisfied with the school district and the nice people that I

have met."

Nakayama spent her summer studying at the University of Iowa.

"When I applied to come to the United States on the alliance program, there were 10 districts in Iowa that were interested in teachers, so 10 of us were selected to come," she said. "We spent our time at the university polishing our English and working on classroom policies."

This is not the first time that Nakayama has taught, however. She was an English teacher in the junior high in her hometown in Japan.

"I liked teaching in Japan very much," she said. "That is why I wanted to come here. I had two interests, to teach Japanese and to come to America, and this way I am doing both. This way I am introducing Japanese language and culture to my American students and I will hopefully generate mutual interest and friendship between us."

Nakayama sees many good things coming from her visit here in Boone.

"I did not have a choice where I wanted to come in Iowa. The program placed me in the Ames and Boone area," she said. "I like things here, though. Everything is so big. There are many good things such as the pretty cornfields and the good school system."

Before coming to the U.S., Nakay-

ama got married, so she plans on returning to Japan as soon as her year in the school system is over.

"I applied to come to the U.S., and then I got married on March 31," she said. "We only had one month together before I came here. I feel bad for my husband, but I am always busy doing or experiencing something new, and I am never bored."

She was employed by an English company in Tokyo for four years after she taught English at the junior high level. When she returns to Japan, however, she plans on going back to teaching.

"There is only one Japanese school in the town where my husband lives, so I may find work there or try somewhere else to teach English," she said. "I would like to use the experience that I get here to teach my students in Japan about the American education system."

Nakayama hopes to promote good feelings between the U.S. and Japan through her visit.

"I want my students to be interested in Japan, but I want them to also become more aware of their own language and culture through the study of Japan," she said. "I want Japan to be a stepping stone to open their eyes to what is going on in the rest of the world, but also what is happening in their own."



Etsuko Nakayama joins the Boone and Ames school district staffs for the 1990-91 school year. She is from Shizuoka, Japan, and studied English for six years in junior and senior high school and majored in American Studies in college. She will be teaching Japanese language and culture to both high school and elementary level students.

(Photo by Cristy Roozeboom)

Japanese teacher in Boone

By SUE SCHELLIE
Boone TODAY

Japanese students are as interested in American culture as much as American students are interested in theirs, according to a visiting Japanese teacher, Etsuko Nakayama.

The 1990-1991 school year will include Nakayama on the staff list at Boone Junior-Senior High School. She will also be teaching at Ames High School.

Last week, Nakayama visited Mid-Iowa to become acquainted with what will be her working environment for the next school year as a cultural exchange teacher. Her position is part of a cultural alliance exchange between Iowa and Japan.

Nakayama will be teaching the Japanese language as well as the culture.

"People here are eager to learn other languages. I was impressed by their attitude," Nakayama said.

Nakayama taught English in a junior high level school in Japan for four years. She said what she will learn while she's here to teach will be invaluable to her students in Japan.

"I can't explain about America to the Japanese students because I read it from a book. I thought it would be nice to experience it. I thought it would be nice if I could deliver that," she said.

Nakayama grew up in Shizuoka, which is famous for Mt. Fuji, she said. She also lived in Tokyo for a number of years. "There are so many people there. Here, there is such a big sky and so much room," she said.

Teaching in America is something to which she is looking forward.

"The most important thing I want students to learn is that there is a different way of thinking, a different lifestyle," she said.

Her plans for teaching American students about Japanese culture include providing the class with information on origami, dancing, language and customs, she said.

Part of her message will explain the old vs. the modern Japan.

"Some people still think we wear kimonos," she said.

"Every country has its own language culture and values. It is nice to be able to exchange them and understand them," she said.

Nakayama believes the exchange of the American and Japanese cultures will not happen overnight.

"I realized how much people are expecting. Of course, I want to do my best, but I wonder how much I can do in one year? But everyone is so friendly, I am sure I will enjoy the year," she said.

Throughout her week as she visited the classrooms of Boone High, Nakayama said she could observe differences between the educational systems of both countries.

"In Japan, most Japanese high schools have a lot of rules and regulations. They have to wear uniforms. The curriculum is also very tight. There are very limited options for each school. Here it is more relaxed. It is fun because American students are very open. They express themselves very well. They may express themselves too much!" she



Etsuko Nakayama

said.

"I think the teachers and students here are more relaxed," she said.

Nakayama is 34 years old and was married last March. Her husband may come to America with her for a year or he may just come for extended visits.



Etsuko Nakayama will be serving as teacher of the Japanese language and culture for Boone's elementary and secondary schools during the 1990-91 school year. She will also be working with the Ames Community School District through a sharing agreement. Nakayama arrived in Boone last spring and spent some time visiting the community schools. She spent the summer in study at the University of Iowa. She is brought to Boone through an Iowa-Japanese Cultural Alliance sponsored by the Iowa Department of Education.

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Nonparell photo by Steve Glowacki

Sweatshirt makes her 'official' C.B. teacher

Mary Pape, coordinator of developmental studies for Iowa Western Community College, makes Noriko Hiroki of Japan feel right at home by giving her a sweatshirt on Hiroki's first day at the college today. Hiroki will teach Japanese classes next fall at IWCC and in the Council Bluffs and Lewis Cen-

tral community school districts. Hiroki is one of 10 Japanese residents who will teach in Iowa under the Iowa-Japan Cultural Alliance next year. She will spend the summer attending workshops in Iowa City before she begins teaching in Council Bluffs in August.

The Daily Nonparell
5-14-90

The Japan Times

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10-15-89

Cultural alliance forged for the future

Guest Forum

By HUNTER R. RAWLINGS
Cedar Rapids Gazette

Here in Iowa, far from our national borders, it is easy to understand why many students are content with studying only the English language and our own American culture.

As our trade figures would suggest, however, Iowans live in a global as well as a local environment. And in the next century, foreign language studies and international education will become increasingly important tools for operating effectively in that environment. It is time for Iowa to make a special effort to help our students overcome what the American Association of Universities has called this country's "national disinclination" to study other languages and cultures.

Our competitors in the international arena have long recognized the importance of studying other languages and cultures. Obviously, one reason the Japanese have been so successful in penetrating foreign markets is that they have taken the trouble to learn the languages and customs of other countries, rather than relying on translators or second-hand reports.

In most industrialized nations, foreign language study begins in the elementary grades. And by the time most Europeans finish high school, they have a working knowledge of at least one other language in addition to their own. As the European Economic Community is proving every day, knowledge of foreign languages can facilitate mutually beneficial exchanges of ideas in science, technology, business, politics and the arts, as well as contribute to a climate of increased international understanding.

I believe Iowa is also ready to broaden its cultural horizons. Last September, Gov. Branstad established the Iowa Commission on Foreign Language Studies and International Education and asked me to serve as its chair.

Our commission is fortunate to be embarking on its work at a time when our state is poised to make great strides. We are delighted that the state has recently put in place a "global education" requirement calling for the internationalization of all aspects of our public school curriculum. And we hope additional emphasis on foreign language studies will follow.

In 1987, according to the Education Commission of the States, not a single state required foreign language study for high school graduation. Perhaps Iowa should become the first. The American Council on Education reports that only one-sixth of the nation's 1,300 four-year colleges and universities have foreign language requirements for baccalaureate degrees.

At the first meeting of the commission in September, we decided we could best fulfill our broad mandate to promote foreign language studies and international education by concentrating initially on a single foreign language and culture.

As a first project, we have chosen to emphasize the language and culture of Japan. Through innovative sponsorship arrangements, we hope to create a three-year state-wide "Iowa-Japan Cultural Alliance" that will make Japanese language studies and a wide range of related cultural events available throughout the state. To launch the alliance, we are working to establish new partnerships among area education agencies, school districts, community colleges, performing arts centers, museums, American

and Japanese businesses and others.

Through the Iowa-Japan Cultural Alliance, we hope to bring 10 native-speaker teachers of Japanese to Iowa in 1990 to join two American-born teachers of Japanese in the Ford Foundation-sponsored Iowa Critical Languages Program. Alliance teachers would work with area education agencies and school districts to develop instructional programs in Japanese language and culture.

For each Japanese teacher, we plan to enlist a local teacher of a European language to serve as a mentor, and that experienced teacher will also have an opportunity to learn Japanese along with the students. In addition, we are working with Iowa Public TV and the governor to try to take advantage of the state's rapidly developing narrow-cast capabilities. The idea is to use an interactive TV system to make Japanese instruction available to students in smaller communities.

We also envision a state-wide two-year celebration of Japanese culture, with Japanese performers, crafts people, artists, poets and playwrights bringing Japanese arts to audiences throughout Iowa. In cooperation with Yamanashi Prefecture, our sister state, we hope to sponsor such cultural events as food tasting, baseball games and martial arts demonstrations. Through a rich variety of cultural events, we hope to stimulate the interest of all Iowans in the language and culture of Japan.

So far, response to our idea for an Iowa-Japan Cultural Alliance has been very positive. We have received the endorsement of the Department of Education and the Iowa Foreign Language Association. And several community college and area educa-

tion agencies have expressed an interest in helping with the project.

After an article on the work of the commission appeared in The Japan Times last November, we began receiving encouraging letters from a surprisingly large number of Iowans now living in Japan. We hope they will help us reach out to other interested persons in Japan.

We have discussed the project with administrators at Hiroshima National University, which has a strong program to prepare teachers of Japanese as a second language. We are looking for other sources of university-educated specialists in the teaching of Japanese. Initial contacts with foundations and donors have also been encouraging.

If the Iowa-Japan Cultural Alliance is to accomplish its purpose, we will need the support and understanding of Iowans throughout the state. As we move forward, we hope civic leaders, business people, teachers and parents throughout Iowa will give us their ideas on how we can make the alliance work in their area.

In the long run, our goal is not only to promote interest in the language and culture of Japan but also to heighten the awareness of all Iowans of the importance of foreign language studies and international education to the future of our state.

Dr. Hunter R. Rawlings III is president, the University of Iowa, and also a professor of the classics at the same university. This article, contributed earlier this year to the Cedar Rapids Gazette, is reprinted with the permission of the paper.

Recruiting of the Japanese teachers, mentioned in the article, started this past summer in Japan. Inquiries about the Iowa-Japan Cultural Alliance project may be directed to Office of the President, University of Iowa, Iowa City, Iowa 52242, or Osamu Kamada, assistant professor, Asian languages, literature, the University of Iowa (Japan address: 2-6-16 Kowakie, Higashi Osaka 577.)

Department of Education
 Instruction and Curriculum Bureau
 NUMBER OF PUPILS ENROLLED IN FOREIGN LANGUAGE COURSES IN
 IOWA PUBLIC SCHOOLS, 1981-1991

Course	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91
French I	4,525	4,936	5,686	6,032	5,975	5,788	5,628	5,705	5,097	5,084
French II	2,542	2,721	3,176	3,596	3,806	3,926	3,892	4,176	4,585	4,174
French III	1,089	1,322	1,552	1,792	1,900	2,034	2,168	2,275	2,094	2,297
French IV	674	673	962	980	1,149	1,102	1,203	1,369	1,283	1,127
French V	--	--	--	--	7	32	136	164	114	139
German I	2,725	2,494	2,638	2,956	2,690	2,599	2,635	2,533	2,400	2,459
German II	1,303	1,364	1,423	1,435	1,688	1,506	1,579	1,781	1,807	1,828
German III	543	560	571	610	692	676	840	730	809	799
German IV	292	303	444	350	385	325	390	399	365	416
German V	--	--	--	--	7	25	13	21 (VI=4)	13	9
Latin I	307	206	229	306	281	247	371	182	179	201
Latin II	87	110	96	107	132	106	77	85	82	57
Latin III	18	12	16	22	20	24	22	9	5	12
Latin IV	1	3	3	3	10	3	4	9	1	0
Latin V	--	--	--	--	54	--	--	--	--	--
Russian I	20	27	56	95	65	160	252	249	276	260
Russian II	23	9	11	10	37	61	57	73	148	130
Russian III	2	--	--	--	--	26	7	19	48	52
Russian IV	--	--	--	--	--	--	--	3 (V=3)	1	11
Spanish I	8,943	9,880	11,579	14,320	14,706	15,057	18,282	20,253	20,486	19,762
Spanish II	4,318	4,756	5,466	6,945	8,379	8,968	10,405	12,720	14,515	14,957
Spanish III	1,794	2,019	2,431	2,683	3,180	3,633	4,377	4,873	5,346	5,701
Spanish IV	929	1,046	1,168	1,414	1,623	1,831	1,901	2,276	2,092	2,482
Spanish V	--	--	--	--	5	34	161	146 (VI=1)	155 (VI=9)	250
Chinese I										67
Norwegian I-II					17	24	17	39	34	65
Japanese II-V					21	48	51	70	122	652
Italian I-IV					16	18	25	54	41	54
Total Foreign Language	30,135	32,441	37,520	43,656	46,845	48,462	54,493	60,238	62,107	63,045
Total Pub. Sch. Enrol. (9-12)	168,720	160,028	155,675	153,830	152,134	148,292	142,336	135,963	132,726	131,451
%Stud. Enrol. Foreign Lang.	17.9%	20.2%	24.10%	28.38%	30.79%	32.68%	38.3%	44.3%	46.8%	48.0%

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