

*late*

**Testimony in Support of HB3398**

Relating to Foreign Language Program

Description: Appropriates funds to the University of Hawaii System to provide Philippine language and Filipino American Studies courses systemwide. Appropriates funds.

(HD3398 HD1)

House Committee on Higher Education

February 12, 2008, 2:15pm

House Conference Room 309

Representative Jerry L. Chang, Chair

Members of the Committee on Higher Education

Randy Cortez 1313-B Palamea Lane Honolulu, HI 96817 Tel: (808) 342-7685
--

I am in support of Bill HB 3398, relating to Foreign Language Programs to fund Philippine language and ethnic studies courses throughout the University of Hawaii system.

My name is Randy Cortez and I am an undergraduate student at the University of Hawaii at Manoa. Currently, I am the Vice-President of the Katipunan Club, a co-curricular organization under the Filipino Language and Philippine Literature program. One of the main objectives of the club is to promote and preserve the Filipino culture, language, and literature in the state of Hawaii.

HB 3398 seeks to support the funding of Philippine language and ethnic studies courses. Therefore, I am testifying in favor of HB 3398. This bill is necessary because recent statistics show that Filipinos will eventually become the majority Asian group in the state of Hawaii in 5-10 years. This is a very real possibility, especially due to the constant influx of immigrants from the Philippines. In order to take advantage of this

mass immigration of Filipino immigrants, we must be willing to invest in their future through education.

This bill is important to the rest of the community because the Filipino community has become an influential demographic in the political arena. They wield an enormous amount of political clout due to their affiliations with various unions in the tourism industry – a vital industry that cannot afford to lose these dedicated and reliable Filipino workers. It only seems reasonable to pass this bill because Hawaii seems to strike a chord in Filipino immigrants as a place of opportunity and equal representation. Quite a number of these immigrants require assistance in various areas such as education, legal services, health, and commerce in order to make lives for themselves here in Hawaii. Furthermore, some of them speak in their native dialects of Tagalog, Ilokano, Visayan, Cebuano and many others. One of the best ways to alleviate the latter dilemma is to train people to speak the above languages so as to mitigate the situation. However, training these people in public institutions that comprise the University of Hawaii system require funding to develop a stable and effective curriculum.

The Philippine language and ethnic studies courses provide students with an oral and cultural base from which they can learn more about their culture.

Again, I am in support of Bill HB 3398, an influential bill that supports funding of the Philippine language and ethnic studies courses throughout the University of Hawaii system. Thank you for giving me the opportunity to testify on behalf of the Filipino community, the Katipunan Club, the University of Hawaii at Manoa, and the State of Hawaii.

//SIGNED//  
Randy Cortez

**Testimony in Support of HB3398 for the teaching of Philippine Languages in the University of Hawaii System with an amendment on the teaching of the Philippine Languages in the public high schools. (HD3398 HD1)**

House Committee on Higher Education  
February 12, 2008, 2:15 pm  
House Conference Room 309

Representative Jerry L. Chang, Chair  
Members of the Committee on Higher Education

Teresita V. Ramos, Ph.D.  
1133 Waimanu, Apt. 2511  
Honolulu, HI 96814  
Tel: (808) 596-2283

My name is Teresita V. Ramos, Emeritus Professor of UH Filipino and Philippine Literature, but my testimony does not represent the official position of the University. I am in full support of the teaching of the Filipino language in the University of Hawaii system with an amendment, the teaching of Filipino, the national language of the Philippines in the public high schools.

One of the stated missions of the University of Hawaii is its desire to be a leader in Hawaiian, Asian, and Pacific Studies. In Hawaii, the University is the only venue for heritage students wanting to learn about their cultures and languages. The teaching of heritage languages at the University is founded on the philosophy of developing community languages as a tool for learning the heritage culture, establishing identity, and developing unity of diverse community efforts for social and political empowerment. The schools here have not taught any of these languages.

The UH Filipino Program is the largest and the only program of its kind in the United States. It offers a BA in Filipino and Philippine Literature. The Filipino faculty are willing and are trained to teach prospective teachers, do workshops on methodology and on materials development and act as resource for teachers who need help. We have done this before to Tagalog (Filipino) teachers on the Mainland and we have developed a network that can help prospective teachers or any teacher of Filipino. As a start we can work on distance education to help new teachers do part-time teaching only, but of course all these will need appropriations.

For the teaching of Filipino in the public high schools, the Filipino and Philippine Literature Program has written articles on this and had already gone to different people and agencies to request support for offering Philippine languages in the public schools but of no avail. Now we are happy that more people are more interested -- including our legislators in pushing for Filipino in Hawaii, the 2nd Asian language in the United States (Census 1990) and the sixth non-English language in America (Census 2000). The Modern Language Association Journal just recently printed (2005) that more foreign

languages like "Korean, Filipino and Vietnamese" are taught in American schools. These languages have increased by more than 100,000 in 2005. For home security reasons, the US Department of Education, CIA, Foreign Service Institute, the Defense Language Institute and the military programs are focusing on and funding the teaching of Filipino and other less commonly taught languages in Southeast Asia. The United States has given importance to these languages.

In California, San Diego, Los Angeles and San Francisco are offering Filipino in many high schools. With our large Filipino population, why is Hawaii not doing anything about it? None of our public schools teach Filipino. Only one private school, St. Louis High School, dares to do it. Yet, the senior professors of the Filipino and Philippine Literature Program had written textbooks for teaching Tagalog for high school use (1979, 1989, 1992); a Tagalog placement test, level 1, (1978) and a Tagalog credit by examination (1980).

We are willing to train high school teachers and write or update the curriculum materials for high school use. We can help set up classes on Filipino in the high schools and community colleges.

Most of our students are heritage type students. When they get to college they demand that they learn their heritage culture and language which they lost in the public schools. No Philippine history, culture and language are taught in the public schools. These are students who have some knowledge of their native languages that disappear after they go to school. By not training the Filipino students early enough to maintain their language and culture, we are wasting a lot of potential speakers who may become advanced speakers of Philippine languages, and thus become a credit to their country, the United States, in time of need.

We need to start Philippine languages and ethnic studies in the public schools and community colleges to enhance the Filipino students' knowledge of their heritage and thus raise their self-esteem.

Thank you for this opportunity to present this testimony. Your support for HB 3398 is greatly needed for the offering of Philippine languages in the community colleges of the University of Hawaii System and the Hawaii public high schools.



## HEDtestimony

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**From:** Jovanie De La Cruz [jovanie@hawaii.edu]  
**Sent:** Monday, February 11, 2008 10:36 PM  
**To:** HEDtestimony  
**Cc:** armalate@yahoo.com  
**Subject:** HB 3398 HD1 testimony



Transmittal\_Cover\_Support Testimony  
HED.doc (47 ... for HB 3398 ...

To Whom It May Concern:

Mabuhay and Aloha! In behalf of the Katipuanan Magazine of the Filipino Language and Philippine Literature Program at University of Hawai`i at Manoa, we extend our gratitude for giving us the opportunity to express our support on this bill. Attached is a transmittal cover and my testimony. Thank you for taking time on this matter.

Sincerely,  
Jovanie

## **Testimony in Support of HB3398**

Relating to Foreign Language Program

Description: Appropriates funds to the University of Hawaii System to provide Philippine language and Filipino American Studies courses systemwide. Appropriates funds. (H83398 HDI)

House Committee on Higher Education

February 12, 2008, 2:15pm

House Conference Room 309

Representative Jerry L. Chang, Chair

Members of the Committee on Higher Education

Ruth Elynia S. Mabanglo, PhD 1133 Waimanu, Apt 2509 Honolulu, HI 96814 Tel: (808) 5962057
--

I am in strong support of BILL HB3398, Relating to Foreign Language Programs to fund Philippine language and ethnic studies courses in the community colleges in the University of Hawaii System.

My name is Ruth Elynia S. Mabanglo, professor and coordinator of the UH Filipino and Philippine Literature Program but my testimony does not represent the official position of the University.

Among the community colleges of Hawaii, KCC and LCC are the only ones offering the Filipino (the national language of the Philippines) language courses. HCC used to offer it but did not continue. The community colleges in the other islands are very much interested in offering it in their colleges but then their proposals were turned down. There is no question about textbooks to be used, dictionaries and grammar books. We are willing to share what we are using at the UHM: books as well as videos, cds/dvds, handbooks, etc.

The UH Filipino Program is the largest and the only program of its kind in the United States. It offers a BA in Filipino and Philippine Literature. The Filipino faculty are willing and are trained to teach prospective teachers, do workshops on methodology and on materials development and act as resource for teachers who need help. We have done this before to Tagalog (Filipino) teachers on the Mainland and we have developed networking that can help prospective teachers or any teacher of Filipino. As a start we can work on distance education to help new teachers do part-time teaching only, but of course all these will need appropriations.

For the teaching of Filipino in the public high schools, the Filipino and Philippine literature Program has written articles on this and had already gone to different people

and agencies to request support for offering Philippine languages in the public schools but of no avail. Now we are happy that more people are more interested -- including our legislators in pushing for Filipino in Hawaii, the 2nd Asian language in the United States (Census 2000) and the sixth non-English language in America (Census 2000). The Modern Language Association Journal just recently printed (2005) that more foreign languages like "Korean, Filipino and Vietnamese" are taught in American universities. For home security reasons, the US Department of Education, CIA, Foreign Service Institute, the Defense Language Institute and the military programs are focusing on and funding the teaching of Filipino and other less commonly taught languages in Southeast Asia.

The United States has given importance to these languages. San Diego, Los Angeles and San Francisco are offering Filipino in many high schools. With our large Filipino population, why is Hawaii not doing anything about it? None of our public schools teach Filipino. Only one private school, St. Louis High School, dares to do it. Yet, the senior professors of the Filipino and Philippine Literature Program had written textbooks for teaching Tagalog for high school use (1979, 1989, 1992); a Tagalog placement test, level 1, (1978) and a Tagalog credit by examination (1980).

We are willing to train high school teachers and write or update the curriculum materials for high school use. We can help set up classes on Filipino in the high schools and community colleges.

Most of our students are heritage type students. When they get to college they demand that they learn their heritage culture and language. No Philippine history, culture and language are taught in the public schools. These are students who have some knowledge of their native languages that disappear after they go to school. We are wasting a lot of potential speakers who may become advanced speakers of Philippine languages, and thus become a credit to their country, the United States, in time of need.

We need to start Philippine languages and ethnic studies in the public schools and community colleges to enhance the Filipino students' knowledge of their heritage and thus raise their self-esteem.

Thank you for this opportunity to present this testimony. Your support for HB 3398 is greatly needed for the offering of Philippine languages in the community colleges of the University of Hawaii System.

# Filipino American Citizens League

Jake Manegdeg, President  
P. O. Box 270126 \* Honolulu, Hawai'i 96827

## Unit Organizations

Alliance of Residential  
Carehome Administrators  
Aloha Saguibsib Cultural  
Foundation, Inc.  
Annac ti Bado iti Hawaii  
Annac ti Batac  
Annac ti Caoayan 2002  
Annak ti Kailokuan iti  
America  
Annak ti Sinait iti Hawaii  
Asingan Organization of  
Hawaii  
Badoc-Pinili Aid  
Association of Hawaii  
Banna Association of  
Hawaii  
Bannatiran Association of  
Hawaii  
Batangas Association of  
Hawaii  
Bulacan Circle of Hawaii  
Caballeros de Dimasalang  
Cabugao Sons & Daughters  
of Hawaii  
Candonians of Hawaii  
Caoayan ISAH  
Cavitenians of Hawaii  
Dingras Association of  
Hawaii  
Divine Word College  
Alumni Association  
FILAm Sports USA  
Fil American Citizens  
League  
Filipino Business Women's  
Club  
Filipino Nurses Organization  
of Hawaii  
Filipino Women's Civic  
Club  
GUMIL Hawaii  
GUMIL Oahu  
Hawaii Filipino Women's  
Club  
Hawaii Council of Bilingual  
Educators  
ILAH  
Ilocos Nortenians of  
America  
INCAT Alumni Association  
of Hawaii  
International Filipino  
Society of Hawaii  
Kalayaan Phil.-Hi. Int.  
La Union Circle of  
Hawaii  
Lingayen Gulf Club of  
Hawaii

## TESTIMONY IN STRONG SUPPORT OF HB 3398 HD1

House Committee on Higher Education  
February 12, 2008, 2:15 p.m.  
Conference Room 309

### RELATING TO FOREIGN LANGUAGE PROGRAMS

Title: Philippine Language and Philippine-American Studies

Description: Appropriates funds to the University of Hawaii system to provide Philippine language and Philippine-American studies courses systemwide. Appropriates funds.  
(HB3398 HD1)

To: Hon. Jerry L. Chang, Chair  
Hon. Joe Bertram III, Vice-Chair;  
Hon. House Committee Members of Higher Education  
From: Jake Maegdeg, President, Filipino American Citizens League

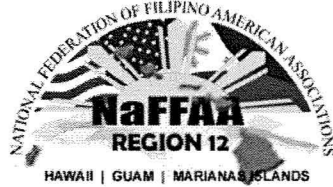
My name is Jake Manegdeg. As president of the Filipino American Citizens League, I am proud to submit our full support of this bill. The Filipino American Citizens League was formed over ten years ago to contribute to the advancement of civil rights and social justice for minority groups, underserved populations, and vulnerable communities through education, advocacy, and social action.

I served as Chair of the 75<sup>th</sup> Anniversary Commission of Filipinos in Hawai'i, as well as a commissioner on the Filipino Centennial Celebration Commission. The achievements and contributions of Filipinos in Hawai'i since 1906 have been well documented. But the untold stories of alarming disparities are emerging in public health issues of domestic violence, incarceration, cancer, diabetes, cardio vascular diseases, unemployment, workers rights, and more.

After a hundred years, it is time to bring healing to Hawai'i's educational system that has failed our underserved communities, including Filipinos, by denying them the right to learn who they are, and where they came from. In so doing, Hawai'i's multi-ethnic students will also benefit from knowledge that will transform ignorance, fear, and racial strife into universal virtues. Provisions of this bill can foster the spirit of inquiry, self awareness, sense of belonging, empathy, compassion, unity and reciprocity for the greater good. Thank you for the opportunity to support this bill. Your help in its passage will bring about the type of profound change that is needed. Hawai'i cannot afford not to.

Very Sincerely,

Jake Manegdeg,  
President, Filipino American Citizens League



#### Unit Organizations

Alliance of Residential  
Carehome Administrators  
Aloha Saguibsib Cultural  
Foundation, Inc.  
Annac ti Bado iti Hawaii  
Annac ti Batac  
Annac ti Caoayan 2002  
Annak ti Kailokuan iti  
America  
Annak ti Sinait iti Hawaii  
Asingan Organization of  
Hawaii  
Badoc-Pinili Aid  
Association of Hawaii  
Banna Association of  
Hawaii  
Bannatiran Association of  
Hawaii  
Batangas Association of  
Hawaii  
Bulacan Circle of Hawaii  
Caballeros de Dimasalang  
Cbugao Sons & Daughters  
of Hawaii  
Candonians of Hawaii  
Caoayan ISAH  
Cavitenians of Hawaii  
Dingras Association of  
Hawaii  
Divine Word College  
Alumni Association  
FilAm Sports USA  
Fil American Citizens  
League  
Filipino Business Women's  
Club  
Filipino Nurses Organization  
of Hawaii  
Filipino Women's Civic  
Club  
GUMIL Hawaii  
GUMIL Oahu  
Hawaii Filipino Women's  
Club  
Hawaii Council of Bilingual  
Educators  
ILAH  
Ilocos Norteniens of  
America  
INCAT Alumni Association  
of Hawaii  
International Filipino  
Society of Hawaii  
Kalayaan Phil.-Hi. Int.  
La Union Circle of  
Hawaii  
Lingayen Gulf Club of  
Hawaii

## TESTIMONY IN STRONG SUPPORT OF HB 3398 HD1

House Committee on Higher Education

Date: February 12, 2008

Time: 2:15 p.m.

Place: Conference Room 309

### RELATING TO FOREIGN LANGUAGE PROGRAMS

Title: Philippine Language and Philippine-American Studies

Description: Appropriates funds to the University of Hawaii system to provide Philippine language and Philippine-American studies courses systemwide.

Appropriates funds. (HB3398 HD1)

To: Hon. Jerry L. Chang, Chair and Hon. Joe Bertram III, Vice-Chair;  
Hon. House Committee Members of Higher Education  
From: Helena Manzano, Board Member  
National Federation of Filipino American Associations Region XII

My name is Helena Manzano. National Federation of Filipino American Associations Region XII (NaFFAA) is in strong support of this bill. I serve on the Board of NaFFAA Region XII, which represents the interests of Filipinos in Hawai'i, Guam, and the Commonwealth of Northern Marianas Islands. NaFFAA Region XII is an affiliate of the National NaFFAA. Washington policy-makers, private industry and national advocacy groups recognize NaFFAA as the Voice of Filipinos and Filipino Americans throughout the United States. We are a non-partisan, non-profit national affiliation of more than five hundred Filipino-American institutions and umbrella organizations that span twelve regions throughout the continental United States and U.S. Pacific territories.

The Ethnic Studies movement nationwide has played a critical role in producing topnotch thinkers and doers, who have advanced civil rights and socially responsible economic empowerment initiatives in the United States. This bill supports Hawai'i's institutions of secondary and higher education to carry out its mission to prepare students to turn around the demands of a complex and troubled world into opportunities of peace and prosperity for all. Philippine languages and ethnic studies programs are essential to move forward.

Thank you for this opportunity to provide testimony to support this bill. Please vote yes to its passage.

Sincerely,

Helena Manzano, Board Member, NaFFAA Region XII

**Haunani Olds**

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**From:** Charlene Cuaresma [ccuaresma@hawaiiantel.net]  
**Sent:** Monday, February 11, 2008 12:48 PM  
**To:** HEDtestimony  
**Subject:** Testimony in Support of HB 3398 HD1

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On behalf of Filipino community leaders, please accept the attached testimonies in strong support of HB 3398 HD1 relating to offering Philippine languages and Philippine American Studies in Hawai'i's high schools and community colleges.

House Committee on Higher Education

Date: Tues., Feb. 12, 2008

Time: 2:15 pm

Place: Hawai'i State Capitol Conference Rm. 309

*Charlene Cuaresma*

President, Filipino Coalition For Solidarity

Secretary, National Federation of Filipino American Associations Region XII

Phone/Fax: (808) 254-4522

Cell Phone: (808) 371-3948

E-Mail: [ccuaresma@hawaiiantel.net](mailto:ccuaresma@hawaiiantel.net)

*"You cannot get to where you are going without looking to where you came."*  
Filipino Proverb



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... a non-profit organization with a mission to address the global nursing shortage by providing guidance and assistance for nursing colleagues to obtain their professional license in nursing.

P.O. Box 2034 Aiea, HI 96701  
E-mail: namihonolulu@yahoo.com

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FACDONA  
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Edel Matias, RN, CM

Brenda Monegas, RN

Gail Pantaleon, RN

Oscar Querido, RN

Violeta Sadural, RN, BSN

Tina Salvador, RN, BSN, CNN

Linnette Takenaka, RN, DON

## TESTIMONY IN STRONG SUPPORT OF HB 3398 HD1 RELATING TO FOREIGN LANGUAGE PROGRAMS House Committee on Higher Education

February 12, 2008, 2:15 p.m.  
Conference Room 309

Title: Philippine Language and Philippine-American Studies  
Description: Appropriates funds to the University of Hawaii system to provide Philippine language and Philippine-American studies courses systemwide. Appropriates funds. (HB3398 HD1)

To: Rep. Jerry L. Chang, Chair and Rep. Joe Bertram III, Vice-Chair  
House Committee Members of Higher Education

From: Beatrice Ramos-Razon, President, NAMI  
(Nursing, Advocates & Mentors, Inc.)

My name is Beatrice Ramos Razon. I am in strong support of this bill. As the founder and president of NAMI (Nursing, Advocates & Mentors, Inc.). NAMI's membership is comprised of over 75 nurses, allied health care professionals, and Filipino leaders, who are dedicated to improve the health of Hawaii's people by addressing the global issues of a worldwide nursing shortage through the training and mentoring of foreign medical graduate nurses to pass Hawai'i's nurses board exams.

Language access to government services is of grave importance to Hawai'i's diverse immigrant groups. Filipinos comprise 61 percent of immigrants, which is larger than all the other immigrant groups combined. Offering Philippine languages and Filipino American studies will perpetuate and promote heritage language speakers, who are at risk for losing their language skills, if they are not used. These emerging leaders are an overlooked resource that not only have tremendous potential for success, but are essential to Hawai'i's vibrant economic future.

Thank you for the opportunity to provide support for this bill. NAMI appreciates consideration of your support.

Sincerely,

Beatrice Ramos Razon, RN, FACDA  
President, Nursing Advocates and Mentors, Inc.



## Haunani Olds

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**From:** Elena C. [meclariza@yahoo.com]  
**Sent:** Monday, February 11, 2008 1:14 PM  
**To:** HEDtestimony  
**Cc:** armalate@yahoo.com  
**Subject:** I Support Bill HB 3398

Dear House Committee on Higher Education:

My name is Elena Clariza. I am a graduate student in the Library and Information Science Program at the University of Hawaii at Manoa. I support Bill HB 3398 to offer Philippine languages and Philippine-American ethnic studies courses at all UH campuses. I believe that these courses are important not only for Filipino students who would like to know about their cultural heritage, but also for those people who are interested in the Philippines.

The interest for these courses and for Philippine information in general goes beyond the Filipino community. For instance, one of my professors in Library Science, who is also an eminent member of this field, was disappointed to know that two Philippine Newspaper databases has been discontinued at Hamilton Library at UH-Manoa. He was dismayed because of the lack of funding for Philippine resources especially in a state with a large Filipino population.

What I do not understand, is that there are more course offerings for subjects such as French and Spanish in Hawaii Universities even though we do not have many French or Spanish speakers in the state. Granted, they are also important subjects, but **just as Philippine languages and Philippine-American ethnic studies.**

In addition, it also makes sense that there are many course offerings for Japanese language, not only for tourism, but for the local Japanese in Hawaii as well. In this sense, **Filipinos in Hawaii MUST have equal access to knowledge about their languages and culture in their own state university.** It is only fair. They are one of the largest contributors in terms of tax dollars because of their population size, and not to mention, their contribution to the tourism industry. They are definitely not asking much. The **state MUST take heed to the needs of the Filipino community.** Please do not disappoint them.

Sincerely,

Elena Clariza



Testimony in Support of HB3398

Relating to Foreign Language Programs

Description: Appropriates funds to the University of Hawaii system to provide Philippine language and Philippine American courses systemwide.

House Committee on Higher Education

February 12, 2008, 2:15 p.m.

House Conference Room 309

Representative Jerry L. Chang, Chair

Members of the Committee on Higher Education

Dr. Jonathan Y. Okamura

Department of Ethnic Studies, UH Manoa

[okamura@hawaii.edu](mailto:okamura@hawaii.edu), 956-4632

My name is Jon Okamura. I am a UH faculty member, and my testimony does not represent the official position of the University. I am an associate professor in the Department of Ethnic Studies at UH Manoa where I teach courses on ethnicity and ethnic relations in Hawai'i, including our course on Filipinos in Hawai'i.

I fully support Bill HB 3398 that will fund Philippine language and Filipino American ethnic studies courses in the UH system. Passage of this bill is very important because offering ethnic studies courses on Filipino Americans and Philippine language courses can serve as a means for the much needed recruitment and retention of Filipino American students in the UH system. Compared to their 21 percent of public school students, Filipino Americans are greatly underrepresented in the UH system at less than 13 percent and among UH Mānoa undergraduates at about 9 percent.

Filipino Americans became even more underrepresented after substantial tuition hikes were implemented throughout the UH system in 1996 and 1997. Enrollment dropped from about 7,500 to 6,000 students after six years, and there are still 1,100 fewer Filipino American students than previously. At UH Mānoa, Filipino American undergraduates also declined for six consecutive years before finally starting to increase once again. The university is currently in the second year of six consecutive years of annual tuition increases of \$816 per year that will raise resident undergraduate tuition by 140 percent. Based on previous experience, Filipino American enrollment may very likely decline once again.

Given the considerable underrepresentation of Filipino Americans in the UH system, providing courses on Filipino Americans and Philippine languages can serve to increase their enrollment, transfer from the community colleges where they tend to be better represented to the baccalaureate degree-granting campuses, and eventual graduation with bachelor's degrees.

Offering these language and ethnic studies courses also may be a way to increase the number of Filipino American faculty in the UH system because they are even more underrepresented than are students. There are currently no Filipino American faculty at UH Hilo and UH West O'ahu and that has been the case for the past twenty years. Besides being

instructors, these faculty can serve as professional role models, informal advisers, and advocates for students and thereby enhance Filipino American recruitment and retention in the UH system.

Thank you for your attention.

## Haunani Olds

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**From:** Rachelle M Aurellano [aurellan@hawaii.edu]  
**Sent:** Monday, February 11, 2008 1:28 PM  
**To:** HEDtestimony  
**Cc:** armalate@yahoo.com  
**Subject:** Support for HB 3398

To: Committee on Higher Education, House of Representative

I am submitting this HB 3398.

Thank you.

**TESTIMONY IN STRONG SUPPORT OF HB 3398**

**February 12, 2008, 2:15 PM  
Conference Room 309  
State Capitol, 415 South Beretania Street**

**RELATING TO PHILIPPINE LANGUAGES AND  
PHILIPPINE-AMERICAN ETHNIC STUDIES**

**To: COMMITTEE ON HIGHER EDUCATION  
House of Representatives  
HEDtestimony@Capitol.hawaii.gov**

**Rep. Jerry L. Chang, chair  
Rep. Joe Bertram III, vice chair**

**From: Aurelio S. Agcaoili, Ph.D.  
Program Coordinator  
Ilokano Language and Literature  
University of Hawai'i at Manoa**

I am Aurelio S. Agcaoili, currently coordinator for Ilokano Language and Literature of the University of Hawai'i at Manoa. I am also a faculty of this University and my testimony does not represent the official position of the University.

I am testifying in full and strong support of HB 3398 in my capacity as language and culture advocate, especially as one of the advocates of the language and cultural rights of the Ilokanos, the majority of the people of the Philippines who migrated to this State, or those descended from them.

The inclusive character of this bill, with the recognition of the historical importance of the Sebuano language, the language of the Sebuanos who worked side by side with the Ilokanos during the plantation days, makes it more relevant.

May I suggest that the contemporary rendering of 'Ilokano' with a 'k' and not with a 'c,' be used in the bill?

Thank you for the opportunity to give you this testimony.

# **CONGRESS OF VISAYAN ORGANIZATIONS**

99-1325 Aiea Heights Drive, Aiea, HI 96701

Founded 1985

TO: Rep. Jerry Chang  
Chair, House Committee on Higher Education

DATE OF HEARING: Tuesday, February 12, 2008  
2:15 p.m., House Conference Room 309

SUBJECT: Testimony in support of HB3398 HD1

Mr. Chair, Vice-Chair, and members of the House Committee on Higher Education. My name is Margarita L. Hopkins, president of the Congress of Visayan Organizations, the statewide umbrella of Visayan organizations in Hawaii.

I am testifying in strong support of HB3398 HD1 Relating to Foreign Language Programs, which appropriates funds to the University of Hawaii system for the offering of Philippine languages and Philippine-American studies in the UH system and high schools. We believe that this bill, if adopted, will help promote and heighten interest in Philippine languages and culture, will provide a solid grounding for Filipino-Americans who are in search of their Philippine roots, and also improve representation of the Filipino-American student population in the University of Hawaii system.

We therefore urge your committee to approve this bill.

We thank you for the opportunity to testify.

Very truly yours,

MARGARITA HOPKINS  
President

**Testimony In Support of HB3398**

Relating to Foreign Language Program

Description: Appropriates funds to the University of Hawaii system to provide Philippine language and Philippine-American studies courses systemwide. Appropriates funds. (H83398 HD1)

House Committee on Higher Education  
February 12, 2008, 2:15pm  
House Conference Room 309

COMMITTEE ON HIGHER EDUCATION

Rep. Jerry L. Chang, Chair

Rep. Joe Bertram, III, Vice Chair

Rep. Lyla B. Berg, Ph.D.

Rep. Dwight Y. Takamine

Rep. Rida T.R. Cabanilla

Rep. Roy M. Takumi

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Rep. Lynn Finnegan

Rep. K. Mark Takai

My name is **Raymund Ll. Liongson**, Assistant Professor and Coordinator of the Philippine Studies Program at UH-Leeward Community College. I would like to register my strong **support** of **HB3398** Relating to Foreign Language Program. HB 3398 underscores the recognition of the value of diversity in the state. Specifically, it acknowledges the need to preserve and advance the learning of Philippine culture in our state -- a culture whose countless elements have become very much a part of the rich and diverse culture in Hawaii. As a coordinator and professor of Philippine Studies courses at Leeward Community College, I am a personal witness to how these courses have improved the self-image and esteem of students of Filipino ancestry in the College. The teaching of Philippine Studies and Philippine languages at LCC has enabled hundreds of our students to connect or reconnect with their heritage and ancestry, and has helped them develop a clearer sense of identity even as they are part of the Hawaii society and American culture.

I must state that enrollment in the Philippine Studies courses has not been limited to students of Filipino ancestry. I have had and continue to have students of various racial and ethnic backgrounds – Caucasian, African, Hawaiian, Samoan, Tongan, Japanese, Chinese, Vietnamese,

Thai, Korean, Caribbean, Hispanic, and a combination of these and other ethnic backgrounds. These students have expressed in many evaluations that such classes have helped them broaden their perspective and appreciation of Hawaii's diverse culture. Philippine Studies and Philippine language courses also have helped to free them from the negative stereotypes on a people – the Filipinos – who began to contribute to Hawaii's economy, polity and culture as early as the dawn of the 20<sup>th</sup> century.

I ask that you pass this bill.

I like to express that my testimony is a personal stand and does not represent the official position of the University.

Raymund Ll. Liongson, Ph. D.  
Asst. Professor and Coordinator  
Philippine Studies Program  
Leeward Community College