



OAHU FILIPINO COMMUNITY COUNCIL

P.O. Box 17531 • Honolulu • Hawaii 96817

TESTIMONY IN STRONG SUPPORT OF HB 3398

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 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

House Committee on International Affairs

Honorable Rida Cabanilla, Chair

Honorable James Kunane Tokioka, Vice-Chair

Honorable House Committee Members of International Affairs

February 4, 2008, 8:35 a.m. ❖ Conference Room 329

RELATING TO FOREIGN LANGUAGE PROGRAMS

Description: Appropriates funds to the University of Hawaii system to provide Filipino language and ethnic studies courses systemwide.

To: Hon. Rida Cabanilla, Chair, Hon. James Kunane Tokioka, Vice-Chair; Hon. House Committee Members of International Affairs
From: Franklin Borromeo, President, Oahu Filipino Community Council

Dear Hon. Rida Cabanilla, Hon. James Tokioka, and
Hon. Members of the House Committee on International Affairs:

My name is Franklin Borromeo. I am very proud to provide strong support of HB 3398. I serve as President of the Oahu Filipino Community Council (OFCC). Our Council is an umbrella organization comprised of sixty-two members (62) that represent a network of non-profit civic groups with a unified vision to improve the lives of our Filipino communities.

Providing Philippine languages and ethnic studies throughout the University of Hawaii's community college system and Hawaii's public high schools is an important measure toward community empowerment for the benefit of all. It becomes a social justice issue when students, especially in schools with large numbers of Filipinos, are denied the right to learn their history, languages, and culture. OFCC supports education that will lead to greater collaborations and equity among Hawaii's diverse people to address the pressing needs of our global society.

Thank you for the opportunity to present this testimony. Please enact HB 3398.

Sincerely,

Franklin Borromeo
President, Oahu Filipino Community Council

Unit Organizations

Magsingal Association of
Hawaii
Narvacan/San Antonio Club of
Hawaii
Nueva Vizcaya Association of
Hawaii
Pasquinios Association of
Hawaii
Philippine Cultural Foundation
Philippine Nurses
Association of Hawaii
Piddig Association of Hawaii
Sanchez Mira Association of
Hawaii
San Manuel Pangasinan
Association of Hawaii
San Nicolaneos USA
San Nicolas Goodwill
Foundation
San Nicolas Teachers of
Hawaii
Santa Lucia Association of
Hawaii
Sarrat Association of Hawaii
Sarrat International Inc.
Sinait Nt. High School Alumni
of Hawaii
Solsona of Hawaii
Tarlac Mutual Club of Hawaii
TCP
Kalihi Ballroom, Inc.
Sadiri ti San Nicolas iti Hawaii
Samar Leyte Association of
Hawaii
Sampaguita/Sunflower Club of
Hawaii
San Juan Association of
Hawaii
San Nicolas Nat. High
Santa Marians of Hawaii
School Alumni
Santa Nicolas Nat. High
School Bingao Annex
Tagalog Association of Oahu
United Bacarreneos of Hawaii
United Group of Home
Operators
United Pangasinan of Hawaii
United Urdaneta Club of
Hawaii
United Vintarinians of Hawaii
Vigan Association of Hawaii

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UNIVERSITY OF HAWAI‘I SYSTEM LEGISLATIVE TESTIMONY



HB 3398 – RELATING TO FOREIGN LANGUAGE PROGRAMS

Testimony Presented Before the
House Committee on International Affairs

February 4, 2008 at 8:35 a.m.

by

Linda K. Johnsrud
Vice President for Academic Planning and Policy
University of Hawai'i System

Testimony Presented Before the
House Committee on International Affairs
February 4, 2008 at 8:35 am

By
Linda K. Johnsrud
Vice President for Academic Planning and Policy, University of Hawai'i System

HB3398 – Relating to Foreign Language Programs

Chair Cabanilla, Vice-Chair Awana, and Members of the Committee on International Affairs:

I am Linda K. Johnsrud, Vice President for Academic Planning and Policy, University of Hawai'i System. On behalf of the University System, I am testifying on House Bill 3398, which appropriates funds to the University of Hawai'i system to provide Filipino language and ethnic studies courses statewide.

The language of House Bill 3398 makes a compelling case for establishing Filipino language and ethnic studies and increasing Filipino student representation in Hawai'i's public higher education. The bill proposes thoughtful ways to use resources effectively by forming partnerships among student affairs and academic units and among campuses in order to improve recruitment and retention of students and to share in curriculum development and support services. The bill requests appropriations for the four year campuses and six of the community college campuses.

As a general practice individual campuses are charged with establishing priorities and allocating resources for student support or curriculum development, and as a rule the University system does not designate funding for each campus to develop courses and programs or provide specified student services. Therefore, while we support the intent of House Bill 3398, and its aim of increasing Filipino participation at the University of Hawai'i, we prefer to honor campus processes of setting priorities for their resources.

Thank you for the opportunity to testify.



UNITED FILIPINO COUNCIL OF HAWAII

P.O. BOX 498, Honolulu, Hawaii 96809-0498

TESTIMONY IN STRONG SUPPORT OF HB 3398

House Committee on International Affairs
Honorable Rida Cabanilla, Chair
Honorable James Kunane Tokioka, Vice-Chair
Honorable House Committee Members of International Affairs

February 4, 2008, 8:35 a.m. | Conference Room 329

RELATING TO FOREIGN LANGUAGE PROGRAMS

Description: Appropriates funds to the University of Hawaii system to provide Filipino language and ethnic studies courses systemwide.

To: Hon. Rida Cabanilla, Chair; Hon. James Kunane Tokioka, Vice-Chair;
Hon. House Committee Members of International Affairs
From: Bryan Andaya, President, United Filipino Council of Hawai'i

My name is Bryan Andaya. I am the president of the United Filipino Council of Hawaii (UFCH). I submit this testimony to support HB 3398 on behalf of UFCH, an umbrella organization with member organizations from six islands. Current membership includes a total of 5,000 individual members.

At our annual convention in July 2007, our delegates passed a resolution to offer Philippine language and history in Hawai'i's community colleges and high schools, especially in communities with large Filipino populations. We are pleased to do all we can to support your leadership to advance this initiative. The study of ethnic studies and languages is at the core of democracy and a foundation in education. It is also the civil rights of America's diverse peoples to learn about their own history.

Filipinos in Hawai'i want to contribute to the successful progress of social and global prosperity and peace in the 21st century. Please help us make this possible for all of Hawai'i's emerging youth leaders and children.

Thank you for the opportunity to present our testimony.

Respectfully submitted,

Bryan P. Andaya, President

*2006-07

**2007-08

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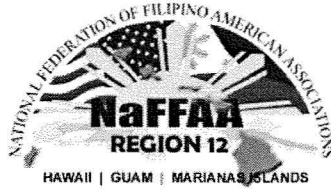
Domie Bucasas (Kauai)

Edith Mirafuentes (Lanai)

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Lynne Gutierrez (Oahu)



TESTIMONY IN STRONG SUPPORT OF HB 3398

House Committee on International Affairs
Honorable Rida Cabanilla, Chair
Honorable James Kunane Tokioka, Vice-Chair
Honorable House Committee Members of International Affairs

February 4, 2008, 8:35 a.m. | Conference Room 329

RELATING TO FOREIGN LANGUAGE PROGRAMS

Description: Appropriates funds to the University of Hawaii system to provide Filipino language and ethnic studies courses systemwide.

My name is Amy Agbayani. I serve as Vice Chair of the National Federation of Filipino American Associations 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.

NaFFAA is in full and strong support of HB 3398. We respectfully request to change “Filipino” to “Philippine” to acknowledge the diverse people and heritage languages in the Philippines. The Ethnic Studies movement nationwide has played a critical role in producing topnotch thinkers and doers who have advanced civil rights initiatives in the United States. HB 3398 supports Hawai‘i’s institutions of secondary and higher education to carry out its mission to prepare students to meet the demands of a complex and troubled world. The issues and opportunities in the Asian Pacific rim require diversity competency skills for top performers in all fields and professions to advance Hawai‘i’s vantage point as global champions, leaders, and citizens. Philippine languages and ethnic studies programs are essential to move in this direction.

Thank you for this opportunity to provide testimony to support HB 3398. Please vote yes to its passage.

Sincerely,

Amy Agbayani, Ph.D., Vice Chair, NaFFAA Region XII

CONGRESS OF VISAYAN ORGANIZATIONS

TO: Rep. Rida Cabanilla
Chair, House Committee on International Affairs

DATE OF HEARING: Monday, February 4, 2008
8:30 a.m., House Conference Room 329

SUBJECT: Testimony in support (with amendments) of HB3398

Madame Chair, Vice-Chair, and members of the House Committee on International Affairs. 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 support of HB3398 Relating to Foreign Language Programs, which appropriates funds to the University of Hawaii system to provide Philippine language and ethnic studies courses system-wide. 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.

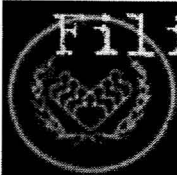
We would like, however, to see that the diversity that defines the Filipino community in Hawaii be respected and reflected in the courses that will be offered, and, therefore, we are proposing certain amendments to the bill as follows:

- 1) That all references to "Filipino language" or "Filipino languages" in the title, description, and body of the bill be changed to "Philippine language" or "Philippine languages".
- 2) That "Philippine languages" be defined to include, at least, the three major Philippine languages in Hawaii namely Ilokano, Filipino (Tagalog), and Sebuano (a Bisayan language).
- 3) That Section 1(2)(b) and Section 2(2) be amended to include Windward Community College.

We thank you for the opportunity to testify.

Very truly yours,

MARGARITA HOPKINS
President



Filipino Coalition for Solidarity

A HAWAII RIGHTS ADVOCACY GROUP • FOUNDED IN 1990

c/o 728 Nunu St. • Kailua, HI 96734 • <http://www.philippinesonline.org/thecoalition/>

TESTIMONY IN STRONG SUPPORT OF HB 3398

House Committee on International Affairs
Honorable Rida Cabanilla, Chair
Honorable James Kunane Tokioka, Vice-Chair
Honorable House Committee Members of International Affairs

February 4, 2008, 8:35 a.m. | Conference Room 329

RELATING TO FOREIGN LANGUAGE PROGRAMS

Description: Appropriates funds to the University of Hawaii system to provide Filipino language and ethnic studies courses systemwide.

To: Hon. Rida Cabanilla, Chair; Hon. James Kunane Tokioka, Vice-Chair;
Hon. House Committee Members of International Affairs
From: Charlene Cuaresma, MPH, President, Filipino Coalition For Solidarity

My name is Charlene Cuaresma. As president of the Filipino Coalition for Solidarity, I am submitting testimony in strong support of HB 3343. Since its inception in 1990, the Coalition has represented more than 50 Filipino community leaders whose aim is to work for social justice issues to empower Filipinos to make socially responsible contributions to Hawai'i and our global neighbors through education, advocacy, and social action.

As a product of Hawai'i's public schools during pre-statehood, territorial days, and a third generation descendant of sakadas, I never learned my language, Ilokano, and history of the Philippines. As a University of Hawai'i student in the 1970s, less than 3% of the student body population were Filipinos, and even less in graduate school. My education and purpose in life crystallized during the student protests to save the UH Ethnic Studies program, and to denounce the naming of the social science building after Prof. Porteus, a UH psychologist, whose racist research results on comparing IQs, intelligence quotients of Hawaiians, Filipinos, Chinese and Caucasians, were used to justify Board of Education policies that tracked Hawai'i's minority students into vocational classes to meet the labor needs of low paying jobs that lacked workers equity, in the agricultural and service industries. Outrage and consciousness raising were the results of learning about the systemic barriers and institutional racism that generations of families like mine worldwide were living. The arrogance and colonizing mentality of those in power to marginalize and block community input for systems changes became the lessons in exercising one's democratic rights. By participating in civil disobedience through protests, marches, and sit-ins in Bachman Hall, the UH president's office, with my fellow students, faculty, and community members, I learned the importance of social justice for all, including academic freedom—i.e. the right to learn about your history and language.

Some of Hawai'i's legislators and congressional leaders today are also products of the Save Ethnic Studies movement, which continues to guide them in their policy making roles. Ethnic Studies and Philippine languages are the keys to unlock truths and relevance to a child's life by developing a positive identity, an ethical and compassionate character, and a foundation for civic engagement to uphold civil rights. The Coalition has passed resolutions to address disparities affecting our State related to health, education, labor issues affecting the hotel and caregiver industries, immigrants, Filipino WWII veterans equity, and many more. Offering Philippine languages and ethnic studies at all community colleges and public high schools is an important initiative to harness the assets of diversity to build the capacity of a healthy, productive, and progressive State that can collaborate locally and globally to meet the challenges and opportunities of the 21st century.

Thank you for this opportunity to present our support from the community. Your consideration for its passage is greatly appreciated as the just thing to do, as Filipinos comprise the third largest ethnic group in the State, but our institutions of learning are for the most part silent and complicit in perpetuating generations of ignorance, and its harmful consequences to society.

Respectfully,

Charlene Cuaresma, President, Filipino Coalition for Solidarity

awana2-Kanani

From: Darlene Rodrigues [babaylan8@hotmail.com]
Sent: Saturday, February 02, 2008 2:34 PM
To: INTtestimony
Subject: Testimony in Support of HB 3398

Representative Rida Cabanilla, Chair
Representative Karen Awana, Vice Chair
Committee on International Affairs
Darlene Rodrigues
Saturday, February 2, 2008

Support of HB 3398 Relating to Foreign Language Programs

I am a local born Filipina American who lives in Mililani. I strongly support H.B.3398 Relating to Foreign Language Programs which would provide resources for the continuation of Filipino languages and ethnic courses in the UH system of higher education. As a first generation college student in my family, I attended college in California and furthered my education at UCLA in Asian American Studies Master's Program. During my course of studies, I took three courses at UH Manoa. For a brief time, I taught Asian American Studies courses in California in various institutions of higher learning.

Ethnic Studies and Philippine Language classes should be supported because both disciplines provide culturally relevant and meaningful education to students. As a local born Filipina, I learned so much from the courses I took in Ethnic Studies. By learning about my community and the place I love, Hawaii, I was able to understand and make the critical connection between education and how to better my community. I learned critical thinking and history. Ethnic Studies challenged my intellect as well as made education personally meaningful and spurred me to continue on my path in higher education. Supporting education that reflects the diverse community of Hawaii strengthens our society and how we interrelate. It also encourages students who sometimes do not have role models for higher education like myself to continue on with their education.

As a lecturer in Asian American Studies, I observed that the courses I taught increased students' interest in school. Providing culturally and historically relevant material piqued their interest and encouraged them to continue pursuing a college degree. Because the course was personally meaningful, they were more receptive to sharpening their writing, reading and critical thinking skills. In addition, students of all ethnicities and racial backgrounds benefited from a deeper understanding of the multicultural fabric of American society making them better citizens and service providers in whatever chosen profession or occupation they pursued.

Ethnic Studies and Philippine Language courses in all levels of education in Hawaii enriches our community by offering students a better understanding of a large sector of our diverse community. As someone who has worked in the fields of public health in HIV prevention and domestic violence, I saw many instances where service providers would have benefited from a greater understanding of Filipino history and culture. Students in the field of Public Administration, Social Welfare, Public Health, Medicine and other social service areas would benefit from taking Ethnic Studies courses focused on the Filipino community by better preparing them to interface with Hawaii's diverse population. I also saw the dire need for trained Tagalog and Ilokano interpreters and translators. Supporting this Bill fulfills the public need and greater good by offering students an option to study these languages on a college level with the possibility of graduating with a degree. I strongly urge you to pass H.B. 3398 for the future generations of Hawaii. Thank you for the opportunity to offer this testimony.

UNIVERSITY OF HAWAI'I AT MĀNOA

College of Arts and Humanities
Department of History

Representative Rida T.R. Cabanilla, Chair
Members of the Committee on International Affairs

Dear Representative Cabanilla:

I am writing in support of Bill HB 3398, Relating to Foreign Language Programs to fund Philippine language and ethnic studies courses at all UH campuses. I am currently the assistant professor in Philippine History at the University of Hawai'i at Manoa (UH-Manoa). Since I joined UH in 2000, I've had numerous opportunities teaching and getting to know students in UH-Manoa and in the larger Filipino Community in Hawaii. I strongly believe that learning Philippine languages and Philippine-related courses have a tremendous and positive impact on these students, the Filipino community and the state of Hawaii as a whole.

When I first began teaching Philippine History at UH-Manoa, I was shocked to find out from my students that most of them had no background in the history of their parents' and grandparents' native country, the Philippines. While they were aware of the Philippines through their older relatives, they did not know much about significant events and people, nor have they read anything about the Philippines. It was my goal as a teacher to make the students become closely acquainted with the socio-political history of and situation in the Philippines and its diasporic communities. At the end of every semester, many of my students express their utmost appreciation in learning about the Philippines, which have always been present in their lives, but one that they did not really know. Many of them would pursue learning about the languages and literatures of the Philippines. They have used their knowledge of the Philippines and its languages well, as many students move on to work for the Filipino Community in Hawaii while others venture out to rediscover the native country of their ancestors. My experiences as a professor here at UH-Manoa affirm the value of offering Philippine language and ethnic studies courses at all UH campuses. It would be unfortunate if the opportunity to learn about the Philippines and its languages is not extended to other Filipino students across the state. I am sure Filipino (as well as non-Filipino) students would appreciate these courses and would put them to good use.

Thank you for this opportunity to testify and express my strong support for Bill HB 3398, to fund Philippine language and ethnic studies courses at all UH campuses.

Respectfully submitted,



Vina A. Lanzona
Assistant Professor, History of the Philippines
Department of History
University of Hawaii-Manoa

Testimony in Support of HB3398
Relating to Foreign Language Program

House Committee on International Affairs
February 4, 2008, 8:35 am
House Conference Room 329

Representative Rida T. R. Cabanilla, Chair
Members of the Committee on International Affairs

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

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. I am in full support of the teaching of the Filipino (Tagalog) language in the community colleges with an amendment, the teaching of Filipino in the public high schools.

Among the community colleges of Hawaii, KCC and LCC are the only ones offering the Filipino 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 and the Hawaii public high schools

ILOKANO LANGUAGE AND LITERATURE PROGRAM
DEPARTMENT OF INDO-PACIFIC LANGUAGES AND LITERATURES
COLLEGE OF LANGUAGES, LINGUISTICS AND LITERATURES
UNIVERSITY OF HAWAII AT MANOA

TESTIMONY IN SUPPORT OF HB 3398
Honorable Rida Cabanilla, Chair
Honorable James Kunane Tokioka, Vice Chair
Honorable House Committee Members of International Affairs

February 4, 2008, 8:35 am Conference Room 329

RELATING TO FILIPINO LANGUAGE AND ETHNIC STUDIES:
APPROPRIATION

Description: Appropriates funds to the University of Hawaii system to provide Filipino language and ethnic studies courses systemwide

To: Hon. Rida Cabanilla, Chair and Hon. James Kunane Tokioka, Vice Chair
Hon. House Committee Members on International Affairs

From: Lilia Quindoza Santiago, Ph.D.
Assistant Professor of Ilokano

I am LILIA QUINDOZA SANTIAGO, and I'm currently Assistant Professor of Ilokano language and literature at the Department of Indo-Pacific Languages, University of Hawaii at Manoa. My bachelor's degree is English, my MA is comparative literature and my Ph.D. is Philippine Studies. I am also an author of about 20 books and publications and I write in three (3) languages – English, Filipino/Tagalog and Ilokano.

I support HB3398 in principle but I would like to offer some clarifications and suggestions for changes which are as follows:

1. The title of the bill "Filipino Language and Ethnic Studies: Appropriation" is misleading for two reasons:
 - a. The term "Filipino" while it refers to citizens of the Philippines, is also the name given to the national language and is used interchangeably with Tagalog. Filipino/Tagalog is the national language of the

Philippines according to the 1987 Constitution and because it is used interchangeably with Tagalog, this gives the impression that the bill is only referring to Tagalog, which is the basis of the national language.

The Philippines is a highly diverse country culturally and linguistically. There are around 161 languages, and of these languages, ten (10) have become major languages spoken by over a million people and 3 of these – Tagalog, Ilokano and Cebuano have become lingua franca. Today, most Filipinos are multilingual in that they speak or know three (3) or more languages – their native or first language, their region’s lingua franca, (Cebuano or Ilokano) the national language, Filipino/Tagalog which is a requirement in schools and English. Many Filipinos therefore, when they migrate to places like Hawaii, carry their multilingual and multiethnic character to their destinations.

- b. In fact, I believe, the spirit of the bill is to address this multilingual and multiethnic character of the Filipino community in Hawaii. The community of Filipinos and Filipino-Americans in Hawaii is estimated to be 85 percent Ilokano or of Ilokano ancestry. Many counties, like Maui, Kawai and Big Island as well as large communities on Oahu, such as Kalihi, Waipahu and Ewa Beach, are predominantly Ilokano.

THEREFORE, the bill’s title should be changed from Filipino Language to Philippine languages to avoid confusion and misunderstanding. Besides, the term “Philippine languages” is the more appropriate, popular and user friendly term because it captures the multilingual and multiethnic contexts of Filipinos in the Philippines as well as in Hawaii.

2. “Ethnic Studies,” the second part of the bill’s title is again bound to confuse because it is the name of a separate department at the College of Social Sciences at UH Manoa. While the department includes a Filipino-American studies component, there are other components like Hawaiian-American, African-American, Japanese-American, etc. **The bill’s title could refer in context, to Filipinos in Hawaii or Filipino-Americans as an ethnic group.**

There is also a need to clarify paragraph 2 of page 2, starting with the sentence, “**A significant issue for Filipino students is the availability and stability of curriculum offerings in Filipino languages as well as course offerings in Filipino-American ethnic and Philippine studies.**” This is again bound to confuse because, as there is a separate Department of Ethnic Studies, there is also a separate Center for Philippine Studies at UH Manoa, created by the State Legislature in 1975. Philippine studies is not within the purview of ethnic studies but is an area studies within the School of Asia Pacific Studies (SPAS) which was formerly the School of Hawaiian and Asia Pacific Studies (SHAPs). Philippine studies is devoted to

undergraduate and graduate studies across the disciplines – which includes languages, linguistics, marine sciences, archaeology, sociology etc.

3. My third point relates to the second point as this is about the US\$50,000 which is the allocation for UH Manoa. It is mentioned in the bill that it will be for “**curriculum development of languages courses and online courses**, as well as instructional delivery, community service opportunity, student services for the vice chancellor of student services, etc.”

Which department or office shall undertake responsibility for funds disbursements? Should funds be divided for instance between the Department of Indo-Pacific Languages, Ethnic Studies or the Center for Philippine Studies? It is important to note that there are also other departments engaged in studies of languages, cultures, histories of the Philippines or Filipino American Communities in the US as well as Hawaii such as the Department of American Studies, Department of Linguistics, and Second Language Studies. This appropriation bill should recognize all these other cultural and linguistic programs systemwide and should not privilege one language program or administrative office only which can create a lot of confusion and misunderstanding.

In closing, I hope all these suggestions will be considered and will not be ignored in the final version of the bill in the interest of all concerned. Thank you very much for your consideration.

Sincerely,

Lilia Quindoza Santiago
Assistant Professor of Ilokano
University of Hawaii at Manoa.

a.

Testimony In Support of HB3398
Relating to Foreign Language Program

House Committee on International Affairs
February 4, 2008, 8:35am
House Conference Room 329

Representative Rida T.R. Cabanilla, Chair
Members of the Committee on International Affairs

Randy Cortez
University of Hawaii at Manoa Katipunan Club
Email: rjcortez@hawaii.edu

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
HB 3398 Filipino Language and Ethnic Studies Courses at the

House International Affairs Committee
February 4, 2008, 8:35am
House Conference Room 329

The Honorable Rep. Rida Cabanilla, Chair
Members of the House International Affairs Committee

By
Agnes Malate
P.O. Box 61501; Honolulu, Hawai'i 96839
armalate@yahoo.com/383-9318

My name is Agnes Malate and I am in strong support of HB 3398 with amendments that includes: 1) offering other Philippine languages in addition to Filipino, also known as Pilipino or Tagalog; and 2) extending these languages and Ethnic Studies courses to the high school level. I am speaking to you today as someone who has greatly benefited from taking an Ethnic Studies course in high school and Ilokano language and Philippine literature courses in college. Taking these courses reconnected me to my Filipino heritage and instilled an appreciation for Hawai'i's multicultural society that provided me with the foundation to better serve the community.

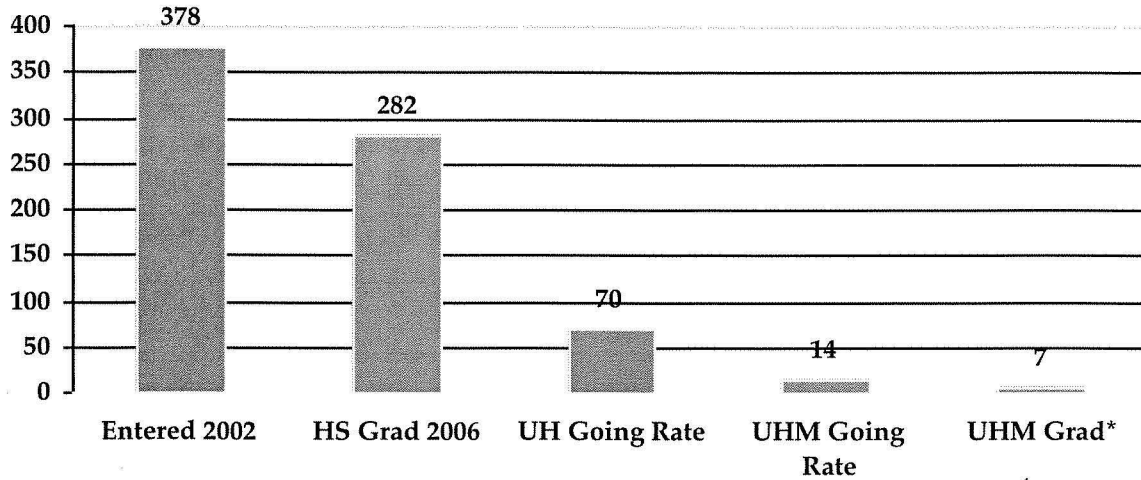
I belong to the National Federation of Filipino-American Associations (NaFFAA) and Filipino Coalition for Solidarity; serve as the Vice-President for the Friends of Imi Ho'ola (a non-profit organization to help support disadvantaged/underrepresented students participating in the UH School of Medicine's post-baccalaureate, pre-medical program); and a member of the Advisory Council for the Pilipina Rural Project of the Domestic Violence Action Center.

When I arrived in Hawai'i at the age of seven, I knew only a few words of English. In order to facilitate my transition into school and my new home, my teacher instructed for my parents to refrain from speaking Ilokano, my first language, and speak to me only in English. My parents had the foresight to recognize the value of being bilingual and continued to communicate with me in both languages. Despite their lack of hesitancy in keeping the language alive in our home, I found it more desirable to distance myself from it in order to fully be accepted by my peers and teachers. I made a decision to think, speak, and even dream only in English in order to gain more proficiency in my second language. Eventually I became ashamed to speak Ilokano in public and began to call my parents "Mom" and "Dad" instead of the Ilokano forms of "Nanang" and "Tatang". With it came an ethnic identity crises that began to be quelled in the ninth grade when I took an Ethnic Studies class and learned about the experiences of Filipinos and other ethnic groups in Hawai'i. Having a forum dedicated to understanding the peoples and cultures of Hawai'i was liberating and informed me on the significant figures and contributions made by the various ethnic groups.

Today, I observe the children of relatives and friends go through the same experiences as they start formal schooling and begin to measure the worthiness of the culture in which they were raised. I believe it persists because there is no ongoing institutional recognition and support for including in the curriculum material that validates the importance of groups that have been historically considered on the periphery. Offering Philippine languages and Ethnic Studies courses at the secondary and post-secondary levels is one of necessity and a way to acknowledge the cultural diversity in Hawai'i.

Studies have shown that students have a greater chance of success if there is a match between the cultures of their home and school. Having Philippine language and Ethnic Studies courses will help to bridge the gap that exists and facilitate school completion rate that remains dismally low at the high school and college levels.

WAIPAHU HIGH SCHOOL EDUCATIONAL PIPELINE (2002-03 COHORT).



*Projected number to graduate from UH-Manoa in 2012. It is based on past UH trends of 50-55% graduation rate after 6 years in college.

Source: Waipahu High School, Preliminary Status and Improvement Report, School Year 2006-07. High School Background of First-Time Students, Institutional Research Office, University of Hawai'i, Fall 2006

Of the 378 students in the Waipahu High School 2002-03 cohort, only 70 enrolled in the University of Hawaii system in 2006, with only seven projected to graduate from UH-Manoa after six years in college. Clearly, there is a need to provide instruction that engages students in their learning and provides them with the knowledge and skills to meet the growing need in Hawai'i's community for a culturally competent workforce. A similar trend is found in a number of high schools with a high percentage of Filipinos.

I strongly support HB 3398 and ask for you to fund the Philippine language and Ethnic Studies courses at the University of Hawaii system and in the public schools.

Sincerely,
 Agnes Malate

TESTIMONY IN STRONG SUPPORT OF HB 3398

**February 4, 2008, 8:30 AM to 12:00 NN
Conference Room 329**

RELATING TO PHILIPPINE LANGUAGES AND ETHNIC STUDIES

**To: Committee on International Affair
 House of Representatives**

**Rep. Rida Cabanilla, Chair
Rep. Karen Awana, Vice Chair**

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

I am Aurelio S. Agcaoili, currently program coordinator for Ilokano Language and Literature of the University of Hawai'i at Manoa. Our program is the only one in the State of Hawai'i and in the whole of the United States. As a full program that offers a Bachelor of Arts with a concentration in Ilokano, it is so unique that there is no other program in the world except our own. The University of Hawai'i System thus can claim this pride of offering the only B. A. program in Ilokano in the entire educational system anywhere else. This has put our program at the center of everything including providing directions to Ilokano Studies that we have critically begun at our Program.

One of the strengths of our Ilokano Language and Literature Program is that aside from its academic commitment to offer the best training there is in any University setting, it is involved as well with various Ilokano and culture-oriented programs and services in various state and government agencies, and in many civic and literary organizations in Hawai'i, the United States Mainland, and abroad. Today, the program has entered into a working partnership with many universities in the Philippines through the Nakem Conferences, and writers associations in Hawai'i, the United States Mainland, the Philippines, and Australia. This could only mean the kind of contribution the Ilokano Language and Literature Program has in the production of critical knowledge not only on the Ilokanos wherever they are but on the contribution they give in creating a just and fair community for the many even as they pursue their dream of the good life in this State or elsewhere. For indeed, the Ilokano and his language and culture are everywhere, whether that presence is visible (for reasons that can only be political, economic, or cultural) or invisible (for reasons that are, more often than not, political and cultural).

The foregoing, thus, serves, as the premise of my statement in support of the intents and purposes of House Bill 3389. Please consider my support as one that is strong, convinced of the vision of this Bill, and the kind of results it wants to pursue. In short, I find this Bill

meritorious, just and fair, and sensitive to the requisites of cultural and linguistic pluralism, the kind of work that we also do at the Ilokano Language and Literature Program. This Bill will help us expand what we have and bring to the students of community colleges outside Manoa the access they need in terms of language and multicultural competency training.

However, I would like to submit some qualification for this strong support.

I strongly urge the Committee to look into the language of the Bill, as this language will clear up, in my opinion, the possible twists and turns in its interpretation.

The following offers another way to revisit the Bill. I enumerate the possible issues and concerns and then I would like to offer solutions to these.

One, on the 'Report Title,' page 1. : For a more 'inclusive' spirit of the Bill, the reference to 'Filipino language' needs rephrasing so that what I think we should have is 'Philippine languages.' There is a certain inconsistency in this phrase if checked against the broader intents, definitions, and the ground the Bill wishes to cover.

Two, on the 'Description,' page 1: The use of the narrow phrase 'Filipino language' runs counter to the intent to open up the possibility of teaching Philippine languages, at least, those languages that are veritably being used in our communities in Hawai'i.

I understand the practical implications of the broader view of 'Philippine languages' as a catchall phrase. But the suggestion of the phrase 'Filipino language' in this part of the Bill delimits the very nature of what the Bill wishes to pursue, and which intentions, nevertheless, are quite clear—properly spelled out—in the body of this Bill, to wit,

- (a) 'curriculum offerings in Filipino languages,' [Section 1, page 2];
- (b) 'professionals trained in the Filipino languages and cultures,' [Section 1, page 2];
- (c) 'these courses in Filipino languages and cultures on University of Hawai'i' [Section 1, page 3],
- (d) 'taking Filipino language course, and the University of Manoa,' [Section 1, page 2];
- (e) 'lectures on Filipino languages' [Section 1, page 3]; and
- (f) 'Filipino language and culture programs' [Section 2, page 4].

These phrases invite some slippage—and the slippage may result in an interpretive scheme that eventually may run counter to the linguistically just and culturally democratic intent of the Bill, laudable as it is now.

The caution that I ask that we look into is to completely rephrase these references to anything that even suggest ‘Filipino language’ and ‘Filipino culture’ and instead write out ‘Philippine languages and cultures’ consistently throughout the Bill.

This is to provide a broad view for an interpretive scheme following a hermeneutically fair understanding of the key concepts of the Bill so that we do not end up—‘do not fall into’ could be another phrase here—in the trap of a too-inclusive interpretation of what constitutes ‘Filipino language’ and ‘Filipino culture’ in both conceptual and practical terms, and in terms that are at the same time sensitive to the unique experiences of the ‘peoples’ of the Philippines in the State of Hawai’i.

For truly, there is not only one kind of ‘people’ that came to Hawai’i from the Philippines, as the records of our historical memory would show.

Many kinds of ‘peoples’ of the Philippines came over here since 1906 and we need to acknowledge them, even if, in the current state of affairs, the social and historical circumstances of our immigrant lives have, in a way, conveniently rendered them invisible.

This sense of rendering into invisibility the other ‘peoples’ should be corrected by the Bill, at least, in spirit, even if not currently ‘practical’ because of budgetary and other fiscal constraints. The premises do matter. They provide the élan vital to our next initiatives.

I hope that this statement sets the context for a reasoned discussion on what we need to do to keep on addressing the many issues affecting us.

If we can find the common ground to revisit these concepts that I have bracketed, in the end we will be able to plumb the inner resources of our linguistic and cultural memory so that we can keep on looking for the apt means and methods to claim ourselves as ‘American peoples of the Philippines’ in this State.

Thank you for the opportunity to give you this testimony.

Aurelio S. Agcaoili

awana2-Kanani

From: Elena C. [meclariza@yahoo.com]
Sent: Sunday, February 03, 2008 12:00 PM
To: INTtestimony
Cc: armalate@yahoo.com
Subject: Support for HB 3398

To Whom It May Concern:

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 language and 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 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. 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