

# LATE TESTIMONY

To: REPRESENTATIVE ROY TAKUMI, CHAIR  
REPRESENTATIVE DELLA AU BELATTI, VICE CHAIR  
AND THE MEMBERS OF THE  
COMMITTEE ON EDUCATION

## **SUPPORT FOR HCR85 AND HR59**

Date: Monday, April 02, 2012 – 2:00 p.m.

From: Makua Kapi‘olani Rees

I am in strong support of HCR 85 and HR 59. As a Makua in Hawaiian Studies, I’m very disappointed in the treatment of the Kupunas in the schools and not getting their Hawaiian Studies money to help in their classrooms for their Haumana’s.

The schools are using the Hawaiian Studies money for their own use and should be held accountable to pay them back.

Mahalo,

Kapi‘olani Rees

# LATE TESTIMONY

REPRESENTATIVE Roy M. Takumi, CHAIR  
REPRESENTATIVE Della Au Belatti, VICE CHAIR  
AND THE MEMBERS OF THE  
COMMITTEE ON EDUCATION

April 2, 2012

## **STRONG SUPPORT FOR HCR85 and HR59**

Honorable Chair Takumi and members of the Committee on Education, my name is Edith Kimball and I am in strong support of HCR 85 and HR 59. As a pastor and kupuna, I have taught many children the values I learned from my mother and grandparents about how to survive in Hawai'i while acknowledging ke akua and aloha for all.

I grew up on Moloka'i and learned how to catch fish, crab, get limu, and all the other necessities to supplement the little food that we could buy. I had 5 sisters and 4 brothers. We loved and obeyed our parents and grandparents for simply being there for us and teaching us how to get our own food and gather plants to treat our colds and other ailments.

In the last 50 years Hawai'i has changed. More and more kupuna are dying and so is the knowledge of their times. Today, we have people from many different countries living here with so many different ideas and so many different opinions. All competing for the same jobs, a place to live and even a peaceful place to be. It's an expensive place to live. On O'ahu it's difficult to even find crab, opihi and limu to eat. We all have a right to be here. However, it feels like a slap in the face to hear that the kupuna in the schools are not getting the money and resources that is rightfully theirs. Therefore, I strongly support HCR85 and HR 59 and respectfully ask that you pass the resolutions. Mahalo nui loa.

# LATE TESTIMONY

TO: REPRESENTATIVE ROY M. TAKUMI, CHAIR  
REPRESENTATIVE DELLA AU BELATTI, VICE CHAIR  
AND THE MEMBERS OF THE COMMITTEE ON HAWAIIAN AFFAIRS

April 2, 2012

## STRONG SUPPORT FOR HCR85 and HR59

The people at the Constitutional Convention in 1978 had the wisdom to propose a Hawaiian education program that ultimately became part of the Hawaii State Constitution. Part of the language stated, 'The use of community expertise shall be encouraged as a suitable and essential means in furtherance of the Hawaiian education program.' This part focused on the knowledge gained from the kupuna through implementation of the program in grades K-6 in the public schools. Funding for the program was provided.

Over the years, the Kupuna program was neglected and floundered to the point where an audit was conducted of the program in 2008. The audit confirmed the allegations of Kupuna that the program was mismanaged. More confounding is the fact that the kupuna programs in some schools have not improved since the audit and resources continually flow to other programs.

Children inherently follow those who care for them. More importantly, they will learn the values they are taught. We live in these islands called Hawaii. The foundation of the culture is an accumulation of centuries of human contact, the very essence of which is aloha. The kupuna in the schools are part of this unbroken chain of knowledge and understand this and more, for aloha gives us life. Please pass HCR85 and HR59 to acknowledge the kupuna and perpetuate Hawaiian culture.

Date: 04/02/2012

Committee: House Education

LATE TESTIMONY

**Department:** Education

**Person Testifying:** Kathryn S. Matayoshi, Superintendent of Education

**Title of Bill:** HCR 85/HR 59 (hscr1355-12)/(hscr1354-12) Requesting the Board of Education and Department of Education to Comply in Full with the Findings and Recommendations of the Office of the Auditor's Management Audit of the Department of Education's Hawaiian Studies Program

**Purpose of Bill:** Requests the Board of Education and Department of Education to comply in full with the findings and recommendations of the Office of the Auditor's Management Audit of the Department of Education's Hawaiian Studies Program.

**Department's Position:**

The Department of Education (Department) will continue to support the program as required by law and will work towards addressing issues raised. "The State shall promote the study of Hawaiian culture, history and language (by providing) a Hawaiian education program consisting of language, culture and history in the public schools. The use of community expertise shall be encouraged as a suitable and essential means in furtherance of the Hawaiian education program." (Article X, section 4).

The purpose and goals of the Hawaiian Studies Program, established in 1980, have not changed. They have been included and shared at all levels of the Department in publications, resource materials, and information produced by the Department's Hawaiian Studies Program. As recent as Spring 2011, the Department distributed Ke Kulana Kupuna: a resource guide for the Kupuna component.

Since 2008, the Department has reported its progress on the recommendations to the State Auditor's Office, the Board of Education and the Hawaii State Legislature. Our last update report was submitted to the Legislature's Audit Committee in February 2011, and to the State Auditor's Office in July 2011.

The Department has just received the Audit Report, Implementation of State Auditor's 2008 Recommendations, Report No., 12-01, February 2012 and we have responded to the draft findings.

The Department understands the concerns reflected in this resolution and will work towards addressing the issues raised.

Aloha Kakou,

The nature of this email is to support the Hawaiian Study Program - Kupuna Component in the the Public Schools, where most of our children are being taught.

I support HCR 85 and HR 59 with these three main points:

1. Kupuna as our Elders, perpetuate the Hawaiian culture and continue the traditional practice that these valued people were the ones to nurture our children.

2. Your children should have Hawaiian Studies and should be taught by Kupuna. The Kupuna in turn, through collaborations with additional resources, can be invited into the schools to support the Kupuna's focus in edifying your children.

3. The mandate must be up held and meets its intended purpose as our predecessor had intended it to be. Do not let this be another program pushed aside collecting dust, and have our DOE administrators say, "We are meeting the mandate," knowing full well the lack of support and inefficient clarity in the program, therefore, failing to meet the intended purpose.

This issue is not just the concerns of our kupauna(s) who are teaching in the schools but it should be the concern for all families who send and will send their children to a public school, and to all those who feel strongly that the Hawaii History should be taught with the same rigor and accuracy as other cultures and histories of people who have since come to Hawaii.

**LATE TESTIMONY**

Mahalo,

Kekaha Spencer

Life Science teacher, Wai'anae Intermediate School

March 31, 2012  
Bradford Kaiwi Lum  
Hulumanu Foundation  
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Honolulu, Hawaii 96822  
[hawaiianbl@yahoo.com](mailto:hawaiianbl@yahoo.com)

Aloha Mai.....Aloha kākou

I'am here today testifying in support of HCR85 and HR59.

Aloha Chairman Jill Tokuda and Vice Chairman Michelle Kidani and members of the Senate Committee on Education. It is of great pleasure to be here with you today in giving me a second voice to the Hawaiian Studies Kūpuna/Mākua component under the D.O.E.

Since the late 1960's and early 1970's there was a resurgence of Hawaiian culture in dance, song, language, arts, and history. People like myself took a great interest in Hawaiian culture, my generation believed that without being involved with anything Hawaiian our people and culture was heading for destruction. Hula attracted me to the plate and I became a serious student of my culture, which included chanting, language, hula history, art making of lei and costumes. With years of loving dancing hula I became an expert of my field. Many Kupuna and Kumu have taught me the Hawaiian values I was missing. Years passed and because of my expertise not only in the Hawaiian Community and afar. I was asked to join one of the most prestigious grassroots efforts to keep Hawaiian culture alive and well in the public school system.

I was considered one of the best native Hawaiian teachers in our schools. I taught at Kalihi Elementary, Kalihi-Uka, Likelike, and Wilson Elementary schools respectfully. I took on more responsibility in our school since I was a part time teacher. I was involved with school projects outside the Hawaiian Studies program. I was involved with

FROM THE DESK OF  
BRADFORD LUM

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the children's well fair as I took it on myself to teach the school children the values of our Native Hawaiian culture. My thoughts today is that the children of Hawaii do not have ties to their culture and my goal was to reconnect them. The children of Hawaii are beautiful human beings and that we should take it upon ourselves to guide them on the right path. If you have something to share to save youth from hurting themselves or being bullied then you can be a great teacher. No matter if you graduated from college or not.

I'm asking humbly to this committee to please pass HCR85/HR59 and to audit The B.O.E. and D.O.E. for not guiding our program to better itself in the 20th century. This audit has been going on since January of 2008 and nothing has happened or properly programed.

How can we Kūpuna/Mākua do a good job in our schools without the guidance and the professionalism of the Hawaiian Studies Program and the willingness to make our program one of the best in the state. And to create a safe place where they can live safely without the fear of rejection and persecution.

Mahalo,

Bradford Kaiwi Lum