



STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

Date: 02/03/2014

Committee: House Education

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Bill: HB 1551(hscr4-14) RELATING TO EDUCATION.

Purpose of Bill: Establishes the instructional office of Hawaiian studies for the purpose of providing instruction to public school students on Hawaiian history, culture, arts, and language. Makes an appropriation for the instructional office of Hawaiian studies.

Department's Position:

At this time, the Department of Education chooses not to comment on HB 1551 until the Board of Education (Board) is given an opportunity to review the Bill. The Department would like to discuss this bill with its Hawaiian Education stakeholders. Positions taken will be subsequently shared with the appropriate legislative committees. Bills relating to public education with policy, program, and fiscal implications are scheduled to be reviewed by the Board at its upcoming General Business Meeting.

The Department would also like to ensure that HB 1551 would not replace or adversely impact priorities set forth in the Executive Budget.



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TESTIMONY BEFORE THE HOUSE COMMITTEE
ON EDUCATION

Wil Okabe
President
Joan Kamila Lewis
Vice President
Colleen Pasco
Secretary-Treasurer
Alvin Nagasako
Executive Director

DATE: MONDAY, FEBRUARY 3, 2014

RE: H.B. 1551 - RELATING TO EDUCATION

PERSON TESTIFYING: WIL OKABE
HAWAII STATE TEACHERS ASSOCIATION

The Honorable Chair Roy Takumi, The Honorable Vice-Chair Takashi Ohno and the Members of the Committee:

The Hawaii State Teachers Association (HSTA) **strongly supports HB 1551**, relating to establishing the instructional office of Hawaiian studies for the purpose of providing instruction to public school students on Hawaiian history, culture, arts, and language. Makes an appropriation for the instructional office of Hawaiian studies.

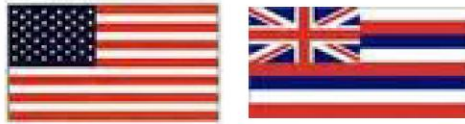
HSTA is the exclusive representative of more than 13,500 public and charter school teachers statewide. As the state affiliate, of the 3.2 million members of the National Education Association, HSTA believes in advocating that the Department of Education (Department) and the Board of Education (Board) work towards the maintenance and growth of Hawaiian Education.

As the Department continues to move forward on high stakes testing and standardizing bell schedules, as a state we still need to remember the importance of some of the uniqueness programs of what makes Hawaii's schools different-knowing our state motto and song, May Day, lei day contest, etc. We need to work towards embracing what culturally brings together our community and schools.

There is no doubt that teachers invest a lot of their own time, work and countless hours organizing school wide activities, however it is well worth it to see parents, community, and even the school hui together to support our children that all students can participate in.

Thank you for the opportunity to testify the **strongly supports HB 1551**.

Center for Hawaiian Sovereignty Studies
46-255 Kahuhipa St. Suite 1205
Kane'ohe, HI 96744
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Kenneth R. Conklin, Ph.D. Executive Director
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Unity, Equality, Aloha for all



To: EDN
For hearing Monday February 3, 2014

Re: HB 1551 RELATING TO EDUCATION.

Establishes the instructional office of Hawaiian studies for the purpose of providing instruction to public school students on Hawaiian history, culture, arts, and language. Makes an appropriation for the instructional office of Hawaiian studies.

Testimony in favor, provided that the bill is amended to incorporate three requirements.

Hawaiian history, culture, language, and arts, together with the Aloha Spirit, comprise the core of what makes Hawaii a special place. The idea of creating an instructional office of Hawaiian studies within the Department of Education might be a good idea, provided that (a) it must include administrators and teachers of all races, including some with no native ancestry; (b) the history component of the curriculum must present to the students a diversity of viewpoints on topics which are controversial, so as to avoid becoming a propaganda factory which

brainwashes the children with a single viewpoint; (c) some way must be found to offset any new DOE positions for this instructional office of Hawaiian studies by cutting an equal number of DOE positions elsewhere in the bureaucracy so that an already top-heavy DOE does not drain an even larger percentage of the DOE budget away from direct instruction of the students.

(a) Currently there is a kupuna program where elderly persons who have direct knowledge of Hawaii's history, or ability to demonstrate various components of Hawaiian culture, are paid to visit classes where they might talk-story, play a musical instrument, demonstrate a craft, etc. However, it seems that only ethnic Hawaiians are chosen to serve as kupuna in the classrooms. But there are people fluent in Hawaiian language who have no native ancestry, and there are kupuna of Portuguese, Japanese, Chinese, Filipino, and Caucasian ancestry who grew up and worked on the sugar plantations or as nurses or workers in the hospitality industry, and who are able to play instruments, sing songs, or demonstrate skills unique to their cultural heritages which have become integral parts of Hawaii's heritage. "Hawaiian culture" should not be interpreted racially, but rather as a designator of the blended culture created by Hawaii's multiracial society.

(b) There are many controversies over Hawaii's history from 1778 to 1959, regarding the facts about what actually happened and how to interpret the meanings and implications of those facts. Some of the biggest controversies concern the influence of American missionaries in shaping the laws and policies of the Kingdom; whether the revolution that overthrew the monarchy in 1893 was "illegal" or resulted from an American military "invasion"; whether annexation in 1898 was "illegal"; whether there was a Treaty of Annexation; whether the Statehood vote of 1959 was "illegal"; etc. Hawaiian independence activists have created a viewpoint on all these topics which has come to dominate the narrative on the internet, on cable TV, in public rallies, and perhaps even in the legislature. It is a narrative hostile toward the U.S. and hostile toward "haoles." A teacher scheduled to teach for her first time the high school course "Modern History of Hawaii", required for graduation, told me that DOE required her to attend a day-long seminar

where the only instructor was the con artist Keanu Sai who was paid by the DOE to brainwash a group of teachers with his twisted view of Hawaii's history, with the purpose that the teachers should then brainwash their students with that viewpoint. That is totally unacceptable. The fact that DOE would hire Keanu Sai to teach such a course, with no attempt to provide any other narrative, shows that DOE should not be entrusted to establish an instructional office of Hawaiian studies unless the legislature provides firm guidance requiring a fair and balanced Hawaiian history curriculum.

(c) Over the years the DOE has become a bloated bureaucracy with many fiefdoms. The DOE budget has become kapakahi (lopsided) with too many highly paid central-office staff siphoning resources away from classrooms. It might be a good idea to create an instructional office of Hawaiian studies, but not if such an office becomes a new fiefdom with no offsetting elimination of some other "office" or offsetting cutbacks of an equivalent number of "warm bodies." If an instructional office of Hawaiian studies is created, it should not cause any increase in the total budget for DOE or the number of full-time-equivalent DOE employees who spend most of their time working outside the classroom.

ohno2-Rexie

From: mailinglist@capitol.hawaii.gov
Sent: Friday, January 31, 2014 9:17 AM
To: EDNtestimony
Cc: mendezj@hawaii.edu
Subject: *Submitted testimony for HB1551 on Feb 3, 2014 14:00PM*

HB1551

Submitted on: 1/31/2014

Testimony for EDN on Feb 3, 2014 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Javier Mendez-Alvarez	Individual	Support	No

Comments:

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

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ohno2-Rexie

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, February 02, 2014 9:11 AM
To: EDNtestimony
Cc: mkhan@hawaiiantel.net
Subject: Submitted testimony for HB1551 on Feb 3, 2014 14:00PM

HB1551

Submitted on: 2/2/2014

Testimony for EDN on Feb 3, 2014 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Leimomi Khan	Individual	Support	No

Comments: Encourage passage of this bill. Assures that public school education on Hawaiian history culture, arts and the language is properly organized, planned, executed, and given the attention it deserves. Whether this bill passes or not, recommend DOE finalize its strategic plan for assuring sound and organized plans for Hawaiian Education programs in the DOE, and encompassing kupuna, charter and immersion school programs; and that it communicate that plan to affected parties and such organizations as the SCHHA, OHA, charter and immersion schools, Kamehameha Schools, the Association of Hawaiian Civic Clubs, and the Hawaiian Affairs Caucus.

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ohno2-Rexie

From: mailinglist@capitol.hawaii.gov
Sent: Friday, January 31, 2014 10:20 PM
To: EDNtestimony
Cc: sherrianwitt@aol.com
Subject: Submitted testimony for HB1551 on Feb 3, 2014 14:00PM

HB1551

Submitted on: 1/31/2014

Testimony for EDN on Feb 3, 2014 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
sherrian witt	Individual	Oppose	No

Comments: BASED ON THE INFORMATION THAT THIS MEASURE WOULD BE REDUNDANT IN CREATING ANOTHER LAYER OF PROGRAMS I OPPOSE THIS MEASURE

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LATE TESTIMONY

Aloha mai Kakou I am Kupuna Mahie Suganuma, a member of Ka Lei Papahi 'O Kakuhihewa.

I am in support of House Bill 1551, an opportunity to amend and enhance the Hawaiian Education Program, create an Office of Hawaiian Education in the Department of Education.

I have taught at several DOE schools for 18 years which I am so happy to have the opportunity.

Now that I am retired at age 86, I want to use whatever time I have to support all the Hawaiian Program.

Mahalo Nui, Carole Mahie Suganuma.

Aloha mai kakou, e Representative Hanohano ma. I am Susan Lei Mokihana Frank-Kama, retired teacher from Lanikai Elementary (September, 1967 – June, 1995); aka, Kupuna Lei Mokihana from Mokapu Elementary (October, 1996 – present). Nui ka mahalo for the opportunity of being here this afternoon to share my mana'o and support of House Bill 1551.

I am wholeheartedly in support of House Bill 1551 which is to create an Instructional Office of Hawaiian Studies in the Department of Education to "malama pono" all Hawaiian Education Programs, including the K-6 Kupuna Component, Middle and High Schools which offer Hawaiian Language, History, Culture, Arts and Music, the Hawaiian Language Immersion schools, and the Hawaiian Education-based Charter schools. I definitely believe that establishing such an Office of Hawaiian Studies, staffed with well-qualified, full-time personnel, will provide complete services and consistent support to the above-mentioned programs. I really like the idea that said Instructional Office of Hawaiian Education... "shall be separate budget line items in the biennial and supplemental state budget" and that an "appropriated" (not yet determined) amount "out of the general revenues of the state of Hawai'i... may be necessary for fiscal year 2014-2015 for the establishment of the Instructional Office of Hawaiian Studies." Wow! "Out of the GENERAL revenues of the state of Hawai'i", not the DOE revenues, the general revenues... how cool is that? For me, reading that the Office is "to carry out its duties and functions pursuant" to HB1551 is so "maika'i".

I believe that the Office with its well-qualified, full-time personnel, will be more beneficial to the various programs as they strive to support, improve, update, and/or revise our various curriculums, especially that of the Kupuna Component. In Our Windward District, we are indeed blessed to have an outstanding, "eleu" Cultural Personnel Resource Alaka'i, Mrs. Juanita Lokalia Kaopuiki, who has been providing us Windward Kupuna/Makua with numerous interesting, challenging, educational, super duper Kupuna/Makua In-Services, including IT services, which is an on-going process for many of us, especially those who are afraid of the computer or "know not" how to navigate the internet. We are pleased to have the assistance of our State "HEP – IT" experts, Melissa and Kawehi, with their patience, especially in answering our consistent questions, and their encouragement. Mele Haunani, Makua at Waimanalo Elementary and Lokalia's daughter, has been so supportive in sharing her "IT" expertise with us, too. We are definitely appreciative of our Windward support system.

Hiki no...ua pau au i keia manawa. Mahalo nui for your time, your efforts, and ko 'oukou hana nui for your constituents. I am trusting that the Instructional Office of Hawaiian Studies will become a fruition in SY 2014-2015. Aloha a hui hou.

Aloha Kakou, My name is Alma Puahau Cirino of Ka Lei Papahi o Kakuhihewa.

LATE TESTIMONY

I speak in support of House Bill 1551 that would establish an Office of Hawaiian Education in the Department of Education to develop, expand, and oversee Hawaiian Education programs including the K-6 Kupuna program, the Hawaiian immersion schools and the Hawaiian based charter schools.

Hawaiian education has long suffered from problems relating to lack of planning and lack of oversight. I speak to the Board of Education and its unwillingness for the past 25 years plus to articulate what the mission and goals of Hawaiian education should be and to the Department of Education which did very little to develop educationally sound programs to address Hawaiian History, language and culture.

Two egregious examples of such neglect are 1) lack of oversight of the misspending of dedicated Hawaiian education funds; 2) the lack of a standard curriculum with goals and expectations for the kupuna program.

I believe that establishing an Office of Hawaiian Education will, to begin with, ensure that the Department provides the attention and follow through needed to fully develop the K -12 program and to give the support required for immersion and Hawaiian based charter schools.

This office is central to the creation and the monitoring of valid Hawaiian education programs and should be given the attendant resources from the legislature to the DOE. It should carry out what was intended by the Hawaii Constitution of 1978

ohno2-Rexie

From: mailinglist@capitol.hawaii.gov
Sent: Monday, February 03, 2014 2:38 PM
To: EDNtestimony
Cc: gomama808@gmail.com
Subject: Submitted testimony for HB1551 on Feb 3, 2014 14:00PM

HB1551

Submitted on: 2/3/2014

Testimony for EDN on Feb 3, 2014 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Carolyn Golojuch	Rainbowfamily808	Support	Yes

Comments: As President and founder of Rainbow Family 808, I support HB1551 to establish an instructional office of Hawaii. It is important to ensure that the spirit of Hawaii that touched my heart in 1981 be shared with the people of Hawaii. The acceptance of Aloha for everyone as they are was the important element that captured our family's heart and made Hawaii home for us. HB1551 could be the element that returns our state to the spirit of aloha that is not just a ploy by the tourist industry but a real life way of life that our state needs to face our future. Our children could turn us around to a time when we supported, loved and cared for each other just the way we are,

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