

**Written Comments**

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GOVERNOR



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SUPERINTENDENT

STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
P.O. BOX 2360  
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**Date:** 03/17/2016

**Time:** 09:30 AM

**Location:** 325

**Committee:** House Ocean, Marine  
Resources, & Hawaiian Affairs

**Department:** Education

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

**Title of Resolution:** HCR 190 REQUESTING THE DEPARTMENT OF EDUCATION'S OFFICE OF HAWAIIAN EDUCATION TO CONDUCT A STUDY ON HOW TO PROVIDE ACCESS TO INSTRUCTION IN THE HAWAIIAN LANGUAGE IN ALL PUBLIC SCHOOLS STATEWIDE.

**Purpose of  
Resolution:**

**Department's Position:**

The Department of Education (Department) is in support of the intent of this measure and would like to offer amendments.

In December of 2015, the Office of Hawaiian Education (OHE) of the Department completed a three-month strategic implementation planning process. With help from an external facilitator funded by Kamehameha Schools, a delivery plan and a set of strategic priorities specifically aligned to newly drafted Board of Education Policies E3 Nā Hopena A'o, 105.7 Hawaiian Education Programs and 105.8 Ka Papahana Kaiapuni were identified. A copy of the delivery plan and strategic priorities have been attached to this testimony and OHE welcomes the opportunity to share the work with legislators.

The process we employed to arrive at this juncture was inclusive and supported by multiple stakeholders in the Hawaiian education community both internally across the Department and externally with various community organizations. In order to successfully broaden the reach of these policies at the implementation level, we must continue to employ strategies that will yield the best output. At this time, the Department would like to amend the resolution by replacing the language from Page 2, line 22 to Page 3, line 28 to read:

**"the Department of Education's Office of Hawaiian Education is requested to draft a report informing the Legislature about:**

1. the current delivery and implementation of Hawaiian language instruction within the Department of Education,
2. the current impact of this system on students;
3. the future direction and plan to strengthen the implementation and expansion of Hawaiian language education.

BE IT FURTHER RESOLVED that the study should include research on:

1. the current curricula and pedagogical strategies employed by schools within the DOE;
2. the resources necessary to adequately provide for access to Hawaiian language study in all public schools statewide;
3. recent and current trends in student-driven initiatives to learn Hawaiian; and
4. specific strategies to enhance and expedite Hawaiian language instruction through different language education models throughout the public school system in the State.

BE IT FURTHER RESOLVED that the Department of Education's Office of Hawaiian Education is requested to submit a report of its study including findings, recommendations, and any proposed legislation, to the Legislature no later than twenty days prior to the commencement of the 2017 Regular Session; and

BE IT FURTHER RESOLVED that certified copies of this Concurrent Resolution be transmitted to the Superintendent of Education, the Director of the Office of Hawaiian Education, the Chairperson of the 'Aha Kauleo Hawaiian Language Immersion Advisory Council, the Administrator of the Office of Hawaiian Affairs, Kamehameha Schools, The Chairperson of the Board of Education, 'Ahahui 'Olelo Hawai'i, and the Head of the Association of Hawaiian Civic Clubs."

The Department would like to thank the Chair and his committee for the invitation to share the work of the Office of Hawaiian Education and we look forward to further engagement and partnership to advance the work.



OHE\_DeliveryPlan\_ver7.pdf



## Association of Hawaiian Civic Clubs

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### HOUSE COMMITTEE ON OCEAN, MARINE RESOURCES, AND HAWAIIAN AFFAIRS

March 17, 2016, 9:30am, Rm 325

#### TESTIMONY IN SUPPORT OF HCR 190 REQUESTING THE DOE'S OFFICE OF HAWAIIAN EDUCATION TO CONDUCT A STUDY OF HOW TO PROVIDE ACCESS TO INSTRUCTION I THE HAWAIIAN LANGUAGE IN ALL PUBLIC SCHOOLS STATEWIDE.

Aloha Representative Kaniela Ing, Chairman and Represenative Nicole Lowen, Vice Chair and members of the House Committee on Ocean, Marine Resources, and Hawaiian Affairs. The Association of Hawaiian Civic Clubs is submitting this written testimony in support of HCR 190.

It was the Association of Hawaiian Civic Clubs that led the effort for Hawaiian Studies program in the Department of Education as well as a Hawaiian Studies college at the University of Hawaii. So we continue to take the issue of the provision of K-12 curriculum support and resources in the instruction and learning of Hawaiian culture, history, and language. We agree with this findings of this resolution that the implementation of this work has been found lacking.

In 2014 a Native Hawaiian Education Summit was held in Kane'ohe, Hawaii. The Summit adopted a Vision Statement and two goals. The Vision Statement was : "In 10 years, kanaka will thrive through the foundation of Hawaiian language, values, practices and wisdom of our kupuna and new 'ike to sustain abundant communities".

One goal, Olelo Hawaii, focuses on advancing Hawaiian language expectations, actualizing a Hawaiian language speaking workforce, amplifying access and support, and achieving language normalization.

The second goal, Ike Hawaii, focuses on actualizing Ike Hawaii, amplifying *leo Hawaii*, and advancing *hana Hawaii*.

The Association of Hawaiian Civic Clubs support the Vision and Goals of the NH Education Summit 2014.

On June 16, 2015, the Hawaii Board of Education unanimously passed Policy E-3, Na Hopena A'o (HA). The six learning outcomes of HA are: "belonging, responsibility, excellence, aloha, total-well-being and Hawaii" (BREATH).

The BOE Policy 4000 Work Group recommending establishing an "advisory committee of internal and external stakeholders to advise on the implementation of E-3 policy and the updating of current General Learner Outcomes to reflect 21st century skills and knowledge and "whole child development" and "leading using a community-based process that values collective voice and positive relationships".

It is our hope that the Vision and goals of the 2014 NH Education Summit and the 2015 BOE Policy E-3 with a prospective "working group" can assist the Hawaii State Legislature in accomplishing the desired outcome of HCR 190 to enhance the K-12 Hawaiian language curriculum throughout the DOE education system with the development of meaningful, specific strategies to enhance and expedite Hawaiian Language instruction in the DOE.

The AHCC supports this effort, we stand ready to assist as a community partner and we urge the passage of HCR 190. Mahalo for allowing us to testify today.

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Unity, Equality, Aloha for all



To: HOUSE COMMITTEE ON OCEAN, MARINE RESOURCES, & HAWAIIAN AFFAIRS

For hearing Thursday, March 17, 2016

Re: HCR 190

REQUESTING THE DEPARTMENT OF EDUCATION'S OFFICE OF HAWAIIAN EDUCATION TO CONDUCT A STUDY ON HOW TO PROVIDE ACCESS TO INSTRUCTION IN THE HAWAIIAN LANGUAGE IN ALL PUBLIC SCHOOLS STATEWIDE.

TESTIMONY IN OPPOSITION

PLEASE PAY CLOSE ATTENTION TO THIS TESTIMONY.

THE OFFICE OF HAWAIIAN EDUCATION IN THE DEPARTMENT OF EDUCATION IS PROCLAIMING TO THE PUBLIC, AND TEACHING TO OUR STUDENTS, FALSEHOODS ABOUT HAWAII'S HISTORY, AND SPECIFICALLY ABOUT HAWAIIAN LANGUAGE. THE FIRST "WHEREAS" PARAGRAPH IN THIS RESOLUTION HCR190 IS A PRIME EXAMPLE. THE OFFICE OF HAWAIIAN EDUCATION IS REFUSING TO CORRECT THE FALSEHOODS EVEN AFTER BEING PROVIDED WITH IRREFUTABLE PROOF THAT THEY ARE FALSE. THE OFFICE OF HAWAIIAN EDUCATION, AND ITS DIRECTOR, MUST NOT BE GIVEN FURTHER ADMINISTRATIVE AUTHORITY OR FUNDING UNTIL RACIALLY INFLAMMATORY FALSEHOODS ARE CORRECTED AND REMOVED FROM PUBLISHED INFORMATION AND FROM THE SCHOOL CURRICULUM.

IF THIS LEGISLATURE UNWISELY CHOOSES TO PASS HCR190, PLEASE DELETE THE FIRST "WHEREAS" PARAGRAPH TO AVOID THE RIDICULE YOU WILL SO RIGHTLY INCUR FOR INCLUDING A BLATANT FALSEHOOD EVEN AFTER YOU HAVE SEEN THE PROOF THAT IT IS FALSE.

Let me explain further. The Office of Hawaiian Education has publicly proclaimed falsehoods on its webpage about the history of Hawaiian education. I sent a lengthy, detailed message filled with irrefutable evidence, including quotes from historical documents and citations to scholarly books about the history of Hawaiian language, proving that the statements are false. The Director of the Office sent a brief reply acknowledging receipt of my message, but is stonewalling on making corrections and probably will never correct the falsehoods because, I am confident, she is personally invested in propagating those falsehoods for political purposes. By continuing to proclaim and teach falsehoods after being provided proof they are false, the Director is now knowingly LYING. She is from a family of Hawaiian sovereignty activists, which leads me to suspect that she is working to use her recently upgraded power and influence in the Department of Education to harness DOE as a propaganda factory, filling the minds of our children and the general public with a twisted version of Hawaii's history.

The particular item at issue in this testimony concerns a single topic -- the very first paragraph in this resolution HCR190 -- which might seem small and unimportant but is in fact racially inflammatory, arousing bitter resentment and racial hatred over a historical grievance which never happened. It is one of the most thoroughly entrenched and strongly defended lies told by the Hawaiian grievance industry in a propaganda campaign to arouse public sympathy for political sovereignty and reparations for alleged colonial oppression.

The alleged banning of Hawaiian language in the schools is not the only falsehood being taught in the Hawaiian Studies component of the DOE curriculum. Five years ago I wrote a detailed book review of the two textbooks authorized by DOE which are supported by curriculum guides showing how the books satisfy the "standards" for the 11th grade course "History of Modern Hawaii" which is required for a high school diploma. The book review shows numerous examples of the history-twisting and victimhood mentality spawned by this course, causing thousands of teenagers and young adults to feel rising levels of anti-Americanism and anti-Caucasian racial resentment. See "History of modern Hawaii as taught in Hawaii schools" at <http://www.angelfire.com/big09/HawnHistPublicSchools.html>

Here's the lie being loudly proclaimed in the first paragraph in HCR190:

"WHEREAS, the overthrow of the Hawaiian Kingdom in 1893 led to a ban on teaching and learning through the medium of the Hawaiian language beginning in 1896, thereby eradicating the Hawaiian language from all formal education for the next four generations;"

There are actually two subsidiary lies told there: the allegation that there was "a ban on teaching and learning through the medium of the Hawaiian language beginning in 1896"; and the allegation that Hawaiian language was "eradicating from all formal education for the next four generations." Both are lies. I have provided detailed proof that they are false (see below). Despite being provided with irrefutable proof



more than three weeks ago that those are lies, the Director of the Office of Hawaiian Education, which was recently elevated to a top priority in DOE with no higher entity in the DOE organization chart other than the Superintendent and Assistant Superintendent, has incorporated the lie into this resolution HCR190. I'm guessing she authored and asked for HCR190 to be introduced into the legislature to provide legislative authority for her to expand her growing bureaucratic fiefdom. I'm guessing that she can easily recruit Hawaiian language experts to affirm the lie about the alleged Hawaiian language ban -- experts whose careers are built on the money and political power created by a growing Hawaiian language industry founded in part on asserting the lie, and the heroism of overcoming the alleged ban that never was.

News reporters and editors feel confident about repeating the lie in print -- they cite the Office of Hawaiian Education webpage on the history of Hawaiian education as an authority. And relying on that authority they refuse to publish a correction even when shown irrefutable proof that it is a lie. The lie has been taught in our public and private schools for several decades, spurring feelings of anger and hatred by ethnic Hawaiians against "those evil haoles who invaded our nation, overthrew our Queen, imprisoned her in her own Palace, stole our land, and banned our beloved language right here in our own ancestral homeland where my grandmother was beaten for speaking Hawaiian in school"

I love Hawaiian culture and language. That's why the first thing I did after moving permanently to Kane'ohe in 1992 was to enroll in courses in Hawaiian language and culture taught at Windward School for Adults, for three years, followed by additional study through various resources, achieving a moderate level of fluency sufficient to enhance my appreciation of the Kamehameha Song Contest and the Merry Monarch hula festival, and to read some of the old newspapers (with the aid of my well-worn Pukui/Elbert dictionary). And that's why I demand that Hawaiian history and language be taught with fidelity to what is true,

and not be used in our schools as vehicles to promote racial hatred or establishment of a race-based government. The schools should be a safe place where students of all races can learn what is true and what helps us all feel unified in the Aloha Spirit, and not to be subjected to racially divisive propaganda.

The "History of Hawaiian Education" webpage would run 2 pages if printed. Its URL is

<http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/HawaiianEducation/Pages/History-of-the-Hawaiian-Education-program.aspx>

and its content on March 15 has been preserved (in case of future changes) at

<http://big09.angelfire.com/DOEWebpgHistHawnEdMarch2016.pdf>

Here are the three places where the very short DOE webpage makes false statements alleging a ban on Hawaiian language:

(1) The second sentence of the top (header) paragraph says "After the language was banned in 1896, it would not be heard in schools for four generations." But the language was never banned, and it did continue to be heard in the schools throughout the Territorial period, as I proved.

(2) In the main body of the webpage, the second paragraph next to the picture of Kauikeaouli includes this sentence: "After the overthrow of the Hawaiian Kingdom in 1893, teaching and learning through the medium of Hawaiian was banned in 1896." But as I proved, teaching and learning through the medium of Hawaiian was never banned; the law of 1896 only established English as the language of instruction in schools (government and private) which could be certified as meeting the compulsory schooling law, but the law did not single out Hawaiian at all; it explicitly allowed for the teaching of other languages than English as language courses in the day schools; it did not in any way interfere with after-school and weekend academies where Hawaiian, Japanese, etc. could be used as the medium of instruction for all

subjects; its primary purpose was to ensure that the private plantation weekday schools for the children of Asian laborers must use English rather than Japanese as the language of instruction; and it had almost no effect on the Hawaiian kids, nearly all of whom were already attending government schools where English was the language of instruction in 95% of all the government schools by 1892 when Lili'uokalani was Queen (the year before the monarchy was overthrown).

(3) The timeline says

"1896 Hawaiian Language banned as medium of instruction in the public education system"

But that's incorrect because: the 1896 law applied to all schools both public and private which were allowed to be certified as meeting the requirements of the compulsory school attendance law; it did not ban Hawaiian language from being used as the medium of instruction in after-school or weekend academies; and it did not ban courses teaching Hawaiian language as the subject matter. A law of the Territory required that the teacher-training school curriculum must include a course in Hawaiian language (presumably because it was expected that teachers would need to understand when they heard Hawaiian being spoken by some students, contrary to the bitter assertion that Hawaiian language was not heard in the schools for 4 generations).

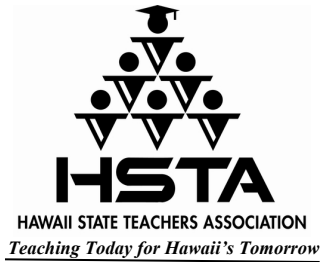
I have compiled a webpage "Holding the State of Hawaii Department of Education accountable for propagating the lie that Hawaiian language was banned" at

<http://tinyurl.com/z77ogbq>

The table of contents is displayed below. Items 4 and 6 in that webpage provide detailed proof, with citations to historical documents and scholarly books published by UH Press, that the statements on the DOE webpage are false. Please treat the information in my webpage as being incorporated as part of this testimony.

1. Honolulu Star-Advertiser article of Thursday February 18, 2016 whose first sentence mentioned in passing, as an established fact, that Hawaiian language was "... once banned in the public schools ..."
2. Thursday February 18 (early morning) email from Ken Conklin to newspaper reporter and editor requesting correction and providing proof of falsehood.
3. Reporter's very brief Thursday February 18 (late afternoon) reply citing the Department of Education webpage as authority.
4. Full text of detailed email from Ken Conklin to Dawn Kau'ilani Sang, Department of Education Director of Hawaiian Studies on Monday morning February 22, 2016 with copies to DOE Superintendent, DOE Assistant Superintendent, newspaper editor and reporter.
5. 2-sentence acknowledgment from Dawn Kau'ilani Sang, Department of Education Director of Hawaiian Studies emailed Wednesday night February 24, promising "We will review the website and make changes as deemed necessary."
6. Followup email from Ken Conklin to Dawn Kau'ilani Sang, on Monday morning March 14, 2016 with copies to DOE Superintendent, DOE Assistant Superintendent, newspaper editor and reporter. The email noted that it is 3 weeks after Ken Conklin's initial email to her, and 12 working days after her promise to "review the website and make changes as deemed necessary." The email asked to know what progress has been made, and asked for contact information for any subordinate who might have been assigned the task of reviewing the webpage and making changes.

Further sections will be added to this webpage as events unfold. One purpose of this webpage is to document the stonewalling and lack of accountability of the Hawaiian Studies division of the Department of Education -- its persistent unwillingness to correct a falsehood despite repeated reminders about what is false, why it's important, and requests for progress reports at reasonable intervals.



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TESTIMONY BEFORE THE HOUSE COMMITTEE ON  
OCEAN, MARINE RESOURCES, AND HAWAIIAN AFFAIRS

RE: HCR 190 - REQUESTING THE DEPARTMENT OF EDUCATION'S OFFICE OF HAWAIIAN EDUCATION TO CONDUCT A STUDY ON HOW TO PROVIDE ACCESS TO INSTRUCTION IN THE HAWAIIAN LANGUAGE IN ALL PUBLIC SCHOOLS STATEWIDE.

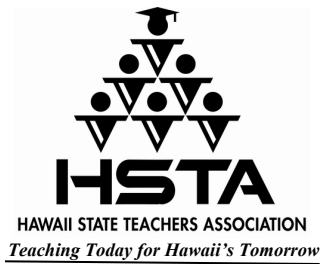
THURSDAY, MARCH 17, 2016

COREY ROSENLEE, PRESIDENT  
HAWAII STATE TEACHERS ASSOCIATION

Chair Ing and Members of the Committee:

The Hawaii State Teachers Association supports HCR 190, requesting the Department of Education's Office of Hawaiian Education to conduct a study on how to provide access to instruction in the Hawaiian language in all public schools statewide.

In Hawai'i public schools, the adoption of high-stakes standards has emphasized testing and, in turn, testable subjects, like mathematics and language arts. Consequently, students receive little instruction in Hawaiian and Polynesian studies. Yet, there are alternative approaches being developed in Hawai'i that support a more holistic vision of education. These approaches involve integrated teaching that "links individual subjects, instructional units, and lessons to their larger meaning; helps students see connections incorporating a variety of instructional approaches," and promote "a deep sense of community and acceptance." This "whole child" approach to instruction requires not only broadening the curriculum, but also examining the struggles faced by students who come from underprivileged ethnic and social classes—52 percent of the student population in Hawai'i public schools hail from economically disadvantaged households. Hawai'i public schools are also



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racially and culturally diverse, with Native Hawaiians constituting the largest group of students systemwide. Our teaching population, on the other hand, is primarily white and Japanese-American.

Thus, children should have the opportunity to learn about Polynesian and Hawaiian cultural traditions and actively practice Hawaiian language, arts, and customs. Our state constitution repeatedly cites the importance of Hawaiian language and culture, and we need to ensure that our public schools preserve and promote the Native Hawaiian identity and an appreciation of cultural differences. Place-based curricula, especially Native Hawaiian language, immerse students in the culture, history, and heritage of their local communities, engaging students in applying cultural content to local community experiences. Given the unique history of Hawai'i as a former sovereign nation and problems faced by communities dealing with the legacy of annexation, including higher risks of poverty and lower levels of academic achievement for Native Hawaiians, Hawaiian language education is crucial to giving students the skills necessary to perpetuate the Native Hawaiian legacy and solve community problems.

Because cultural education perpetuates students' heritage and humanity, the Hawaii State Teachers Association asks your committee to **support** this resolution.