

# SCR52 – SR26

Measure Title: REQUESTING THE DEPARTMENT OF EDUCATION TO SUPPORT EDUCATION IN THE FINE ARTS AND HAWAIIAN STUDIES.

Report Title: Whole Child Education; Department of Education; Fine Arts; Hawaiian Studies

Description:

Companion:

Package: None

Current Referral: EDU/HWN

Introducer(s): KIDANI, BAKER, NISHIHARA, Dela Cruz, Harimoto, K.Kahele, Shimabukuro, Wakai



**Department of Land and Natural Resources  
Aha Moku Advisory Committee  
State of Hawaii  
Post Office Box 621  
Honolulu, Hawaii 96809**

**Testimony of  
Leslie Kuloloio, Chair**

**Before the Senate Committees on  
EDUCATION  
HAWAIIAN AFFAIRS**

**Monday, March 14, 2016  
1:15 PM  
Conference Room 229**

**In consideration of  
SENATE CONCURRENT RESOLUTION 52  
SENATE RESOLUTION 26  
REQUESTING THE DEPARTMENT OF EDUCATION TO SUPPORT EDUCATION IN THE FINE ARTS AND  
HAWAIIAN STUDIES**

Senate Concurrent Resolution 52 and Senate Resolution 26 request the Department of Education to support education in the fine arts and Hawaiian studies. **Aha Moku strongly supports these resolutions.**

In the State of Hawaii, while the Native Hawaiian population has significantly grown in the past three decades, other ethnic groups have also grown and intermarried into the Hawaiian population. This melding of different ethnic backgrounds has still focused on the Hawaiian culture, language, history and traditional practices. And while many children are raised with Hawaiian values as well as respect for the other cultures they are now a part of, many are not taught Hawaiian and Polynesian studies, Hawaiian language, culture, or traditional and customary practices.

The basic concept of the Hawaiian culture that is irrefutable is that the culture itself is embedded within the natural resources of Hawaii. The need to protect these natural resources is now part of everyone who lives in Hawaii. **Aha Moku believes that ancestral knowledge of the culture, history and traditional and customary practices can develop master students.** Learning about the Hawaiian culture in deeper depth can only help students grow to more deeply understand and cherish this special place called Hawaii.

The Hawaiian culture has now intermingled with, and includes those of other ethnic backgrounds. It is important now, more than ever, that children are given the opportunity to learn the different components of Hawaiian culture and how it can enrich and broaden one's understanding and love of a place they will always call home.

Thank you for the opportunity to testify on these resolutions and we urge their passage.



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Corey Rosenlee  
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Justin Hughey  
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Amy Perruso  
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Wilbert Holck  
Executive Director

TESTIMONY BEFORE THE SENATE COMMITTEE ON  
EDUCATION

RE: SCR 52/SR 26 - REQUESTING THE DEPARTMENT OF EDUCATION TO  
SUPPORT EDUCATION IN THE FINE ARTS AND HAWAIIAN STUDIES.

MONDAY, MARCH 14, 2016

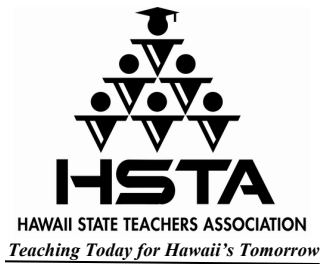
COREY ROSENLEE, PRESIDENT  
HAWAII STATE TEACHERS ASSOCIATION

Chair Kidani and Members of the Committee:

The Hawaii State Teachers Association **strongly supports SCR 52/SR 26**, requesting the Department of Education to support education in the fine arts and Hawaiian Studies.

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 and resource materials for physical education, arts education, civics, Hawaiian and Polynesian studies, and project-based learning, to name just a few content areas designed to cultivate curiosity and creativity.

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 racially and culturally diverse, with Native Hawaiians constituting the largest group of students systemwide, followed by Filipino Americans, whites, Japanese



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**Wilbert Holck**  
Executive Director

Americans, Micronesians, Latinos, Samoans, and Chinese Americans. 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. Moreover, according to a 2014 study performed by Lois Hetland and Ellen Winner of the Harvard Graduate School of Education, education in music and drama shows a generalizable causal relationship to increases in verbal achievement and spatial reasoning. Researchers in the Department of Education Reform at the University of Arkansas likewise found, in 2013, that instruction in visual arts led to gains in critical thinking skills. Finally, both arts and place-based curricula 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, place-based education is crucial to giving students the skills necessary to solve community problems.

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



## KAMEHAMEHA SCHOOLS®

Senate Committees on Education and  
Hawaiian Affairs

Time: 1:15 p.m.

Date: March 16, 2016

Where: State Capitol Room 229

### TESTIMONY

By Ka'ano'i Walk  
Kamehameha Schools

To: Chairs Kidani and Shimabukuro, Vice Chairs Harimoto and English

RE: **SCR 52 and SR 26** REQUESTING THE DEPARTMENT OF EDUCATION TO SUPPORT  
EDUCATION IN THE FINE ARTS AND HAWAIIAN STUDIES.

E ka Luna Ho'omalu Kidani, ka Luna Ho'omalu Shimabukuro, ka Hope Luna Ho'omalu Harimoto, ka Hope Luna Ho'omalu English a me nā Lālā o nā Kōmike, aloha! My name is Ka'ano'i Walk and I serve as the Senior Policy Analyst of Kūamahi Community Education Group of Kamehameha Schools. SCR 52 and SR 26 requests that the Department of Education support education in the fine arts and Hawaiian Studies.

Driven by the third goal of our strategic plan for 2015-2020, which guides our educational institution to cultivate a strong Native Hawaiian identity to instill confidence and resiliency in learners, Kamehameha Schools stands in **support** of SCR 52 and SR 26.

Founded in 1887, Kamehameha Schools is a statewide educational system supported by a trust endowed by Princess Bernice Pauahi Bishop, whose mission is to improve the capability and well-being of Native Hawaiian learners. We believe that by continuing to engage in dialog around Hawaiian Studies policies and proposals, we can contribute in a positive and meaningful way.

**Please advance these resolutions.** Mahalo nui.



46-063 Emepela Pl. #U101 Kaneohe, HI 96744 · (808) 679-7454 · Kris Coffield · Co-founder/Executive Director

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**TESTIMONY FOR SENATE CONCURRENT RESOLUTION 52/SENATE  
RESOLUTION 26, REQUESTING THE DEPARTMENT OF EDUCATION TO  
SUPPORT EDUCATION IN THE FINE ARTS AND HAWAIIAN STUDIES**

**Senate Committee on Education  
Hon. Michelle N. Kidani, Chair  
Hon. Breene Harimoto, Vice Chair**

**Monday, March 14, 2015, 1:15 PM  
State Capitol, Conference Room 229**

Honorable Chair Kidani and committee members:

I am Kris Coffield, representing IMUAlliance, a nonpartisan political advocacy organization that boasts over 350 members. On behalf of our members, we offer this testimony **in support of** SCR 52/SR26, requesting the Department of Education to support education in the fine arts and Hawaiian Studies.

According to a 2014 study performed by Lois Hetland and Ellen Winner of the Harvard Graduate School of Education, education in music and drama shows a generalizable causal relationship to increases in verbal achievement and spatial reasoning. Researchers in the Department of Education Reform at the University of Arkansas similarly found, in 2013, that instruction in visual arts led to gains in critical thinking skills. Both arts and cultural content engage students in the narrative, social, emotional, and historical life of their communities, encouraging them to solve communal problems with creative thinking.

Moreover, interdisciplinary pedagogical strategies connect teaching to broader communal contexts. Known as the “holistic” instructional approach, such instruction broadens academic curricula, in part, by focusing on the unique experiences and contributions of underprivileged students—52 percent of the student population in Hawai‘i comes from economically depressed households, many of which are of our host culture. Children, thus, are given opportunities to learn about Polynesian and Hawaiian cultural traditions that propound Native Hawaiian identity and history. Hawaiian sovereignty continues to resonate beneath our

sociopolitical fabric, especially for Native Hawaiian communities facing low levels of education and economic achievement. Place-based education, then, is crucial to equipping students with the tools necessary to embrace the legacy of annexation and the urgent possibilities of a modern multicultural society.

Mahalo for the opportunity to testify **in support of** this resolution.

Sincerely,  
Kris Coffield  
*Executive Director*  
IMUAlliance

**From:** [mailinglist@capitol.hawaii.gov](mailto:mailinglist@capitol.hawaii.gov)  
**To:** [EDU Testimony](#)  
**Cc:** [kamakane73@gmail.com](mailto:kamakane73@gmail.com)  
**Subject:** \*Submitted testimony for SCR52 on Mar 14, 2016 13:15PM\*  
**Date:** Sunday, March 13, 2016 8:10:25 PM

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**SCR52**

Submitted on: 3/13/2016

Testimony for EDU/HWN on Mar 14, 2016 13:15PM in Conference Room CR229

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Kama Hopkins	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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**From:** [mailinglist@capitol.hawaii.gov](mailto:mailinglist@capitol.hawaii.gov)  
**To:** [EDU Testimony](#)  
**Cc:** [mkhan@hawaiiantel.net](mailto:mkhan@hawaiiantel.net)  
**Subject:** \*Submitted testimony for SCR52 on Mar 14, 2016 13:15PM\*  
**Date:** Thursday, March 10, 2016 3:39:09 PM

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**SCR52**

Submitted on: 3/10/2016

Testimony for EDU/HWN on Mar 14, 2016 13:15PM in Conference Room CR229

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Leimomi Khan	Individual	Support	No

Comments:

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