



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

**Date:** 03/25/2013

**Committee:** House Education

**Department:** Education

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

**Title of Resolution:** HCR 092 REQUESTING THE DEPARTMENT OF EDUCATION TO ESTABLISH MANDARIN CHINESE LANGUAGE CURRICULUM IN PUBLIC HIGH SCHOOLS

**Purpose of Resolution:** Mandarin Chinese In Public High Schools

**Department's Position:**

The Department of Education does not support this resolution as a Mandarin Chinese language curriculum for public high schools has already been established. Course offerings are determined at the school level.

March 24, 2013

Legislative Testimony from: Ms. Sybil Kyi, Directors Chair, Associated Chinese University Women.

To: House Committees on Education and Higher Education.

Date and Time of Hearing: March 25, 2013, 2 p.m.

Re: H.C.R. 92 Requesting the Department of Education to Establish Mandarin Chinese Language Curriculum in Public High Schools.

Chairs Roy Takumi and Isaac Choy and Vice-Chair Takashi Ohno, my name is Sybil Kyi and I strongly support this timely resolution. I am a retired former state administrator who served in workforce education programs at the University of Hawaii and workforce employment and training at the Hawaii Department of Labor and Industrial Relations. Currently, I volunteer in several community and corporate organizations.

There are three major reasons why I strongly support this resolution for the Department of Education to establish a Mandarin Chinese language program in Hawaii's public high schools.

First, Chinese language speakers are the fastest growing group of tourists coming to Hawaii and the United States and they are spending more money on average, than other groups. It used to be that one heard Japanese speakers in Waikiki and in shopping malls; now one also hears Chinese speakers. More businesses are advertising for Mandarin speaking job applicants and that includes the Japan Travel Bureau! Job seekers searching for work in retail, tourism and other occupations may acquire an advantage in learning additional language skills.

Second, job seekers in Hawaii should consider a Pacific wide job market and there is growing evidence that this is happening. The expanding ease of travel stimulates an educated awareness of seeing and experiencing the larger world. The opportunities provided by new air travel routes and cruise lines as well as independent tours have opened the door for Hawaii residents to not only travel in China but to study and work there. Learning the Chinese language in high school will expand the job market opportunities for our youth.

Third, young people in China learn English in their schools, particularly those in the large cities and the eastern coastal communities where most of the Chinese in Hawaii have ancestral ties. Foreign education exchange programs and home stays for both Chinese student visitors in Hawaii and Hawaii student visitors in China could possibly be part of the Mandarin language program.

## Jenna Takenouchi

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Wednesday, March 20, 2013 7:14 PM  
**To:** EDNtestimony  
**Cc:** Ken\_Conklin@yahoo.com  
**Subject:** Submitted testimony for HCR92 on Mar 25, 2013 14:00PM

### HCR92

Submitted on: 3/20/2013

Testimony for EDN on Mar 25, 2013 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Kenneth R. Conklin, Ph.D.	Individual	Comments Only	No

Comments: I agree it would be wise for Hawaii to encourage children to learn Mandarin Chinese language, for the reasons listed in the "whereas" clauses. I would note that the first "whereas" seems to exhibit some confusion between Taiwan vs. mainland China, because it identifies China's economy as the world's second largest (true of mainland China but not Taiwan) and yet it uses the name "Republic of China" which refers to Taiwan. I am concerned that our state government has many wonderful things it would like to do, and not enough money to do them. China is already the owner of more than a trillion dollars of U.S. government debt. If we don't stop spending so much money, perhaps we will all need to start speaking Mandarin one of these years when the Peoples Democratic Republic of China forecloses on the debt. The signature at the bottom of this resolution is illegible. Perhaps it might be an obscure dialect of Mandarin?

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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## Jenna Takenouchi

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Thursday, March 21, 2013 8:28 PM  
**To:** EDNtestimony  
**Cc:** Ken\_Conklin@yahoo.com  
**Subject:** Submitted testimony for HCR92 on Mar 25, 2013 14:00PM

### HCR92

Submitted on: 3/21/2013

Testimony for EDN on Mar 25, 2013 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Kenneth R. Conklin, Ph.D.	Individual	Comments Only	No

Comments: SUPPLEMENTAL TESTIMONY Having already submitted testimony about the content of HCR 92, I later went back to look at the hearing notice. I see that there are two "different" committees shown in the hearing notice: EDN and HED. Something seemed a bit odd about the makeup of the two "different" committees. I began to see that many members of one committee are also members of the other committee. And then it hit me. The two "different" committees have identical membership rosters -- the same ten Representatives are on both committees, and there is nobody on either committee who is not also on the other committee. The only difference between EDN and HED is that they have different chairs and vice-chairs; but who are also members of the other committee. It looks to me like the existence of two committees with the same membership rosters is a glaring example of duplication and waste. I wonder how much it costs the taxpayers to support two "different" committees when they are actually the same. Perhaps the money saved by merging EDN and HED might be sufficient to fund a mandarin immersion class! If you folks want to "go for broke" you could actually have 10! (ten factorial) "different" committees with the same ten members being listed in every possible different order. That's  $10 \times 9 \times 8 \times 7 \times 6 \times 5 \times 4 \times 3 \times 2 \times 1 = 3,628,800$  "different" committees. Each committee would presumably be entitled to its own office, its own clerk, its own phone line and fax machine, etc. Imua! Imua e na poki'i, a inu i ka wai 'awa'awa. 'A'ohe hope e ho'i mai ai.

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