

# LATE



## 100<sup>TH</sup> Infantry Battalion Veterans

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February 12, 2026

RE: Testimony in Support of Senate Bill 2687

Good morning Chairs, Vice Chairs, and Members of the Committee:

My name is Kathi Hayashi, and I serve as President of the 100th Infantry Battalion Veterans organization, also known as Club 100. I am writing today in strong support of Senate Bill 2687 — The 100th Infantry Battalion Curriculum and Heritage Act.

My father, Tokuichi Hayashi, was a veteran of the federalized Hawai‘i National Guard. After the attack on Pearl Harbor, he was assigned to the original 100th Infantry Battalion, whose soldiers were segregated from the multi-ethnic U.S. Army Hawai‘i National Guard solely because they looked like the Japanese enemy. He later served in Italy and France until the end of World War II with the 100th Infantry Battalion (Separate) and the 442nd Regimental Combat Team (RCT). Together, they rose above unfounded distrust and discrimination to become among the most decorated units in U.S. military history.

Today, I represent Club 100 in supporting Senate Bill 2687. We envision this educational initiative beginning with the pioneer 100th Infantry Battalion from Hawai‘i which led to the formation of the 442nd RCT, and including the contributions of Americans of Japanese ancestry (AJA) in the Military Intelligence Service and the 1399th Engineer Construction Battalion. Hawai‘i Senate Resolution SCR 24, adopted April 16, 2025, recognized that *“the most renowned group of Japanese Americans to fight for the United States in this war was the 100th Infantry Battalion which led to the formation of the 442nd Regimental Combat Team.”*

We, the descendants of the 100th soldiers, support this education initiative not for vanity, but to take a stand to pledge our commitment and fulfill our responsibility to pass forward the values our forefathers instilled in us, to the youth of Hawai‘i. Today, there are only six veterans of the 100th Infantry Battalion still with us — all now 100 years old or beyond — and time is asking us whether we will preserve their legacy for our keiki. Their children, including myself, who grew up with the 100th soldiers, are now near or over 70. Time is limited for us to share the lessons we learned from them on how they overcame discrimination, accusations of sabotage, and even physical stereotypes and small stature (on average, 5’4” and 125 lbs.) to become high-performing individuals and an elite fighting force. This bill provides a vital vehicle to preserve their knowledge in a curriculum for future generations.

At a 1992 memorial service, late television anchor Bob Jones told the 100th veterans and their families: *“Sons and daughters absolutely cannot ever let people forget what you’ve done for this country — how you did it and why you did it.”* We stand ready to share that knowledge.

Its 1,432 soldiers were already serving in the U.S. Army and therefore remained in uniform at a time when many Japanese Americans were classified as “enemy aliens,” among a population of about 280,000 people of Japanese ancestry living in the United States — approximately 160,000 in Hawai‘i and about 120,000 on the U.S. mainland. The 100th, who called themselves “One Puka Puka” was a small group, composing only about one-half of one percent of the Japanese-ancestry population at the time — many of whom were incarcerated on the mainland or living under martial law in Hawai‘i. These soldiers bore a tremendous responsibility to demonstrate loyalty and create a positive legacy for Japanese Americans and for all people of color.

Students deserve the opportunity to learn what the 100th Infantry Battalion accomplished, and why and how its soldiers rose to meet an enormous responsibility — helping to change perceptions of people of Japanese ancestry in America and make a positive difference for people of color across our nation. They proved their loyalty with courage, sacrifice, and their blood. After landing in Salerno, Italy with approximately 1,300 men, fierce battles — including Monte Cassino — reduced their fighting strength to only 420 able soldiers due to death and injury. The media’s perception shifted from suspicion to honor, bestowing on them the name “The Purple Heart Battalion,” with 1,703 Purple Hearts eventually awarded among 3,147 soldiers.

Club 100 has long supported education through accessible student resources, including a historical digital library (<https://www.100thbattalion.org/>), social media (<https://www.facebook.com/100thibv/>), and organizational website (<https://www.100thibv.org/>) that provide valuable primary and educational materials. These resources are ready for integration into the proposed curriculum.

We have also partnered with ‘Iolani School, the University of Hawai‘i Center on Aging, and Central Pacific Bank (CPB) for five years on a project-based learning initiative called “100th Infantry Battalion Legacy2Action (L2A).” Students identify a social problem they are passionate about, apply the high-performance values and lessons learned from the accomplishments and sacrifices of the 100th, and put it into action with a recommended community service solution. The solutions were well-thought out and presented to members, educators, legislators, and key leaders of our community. Projects have included apps and services for kūpuna and their families, tutoring and supplies for under-resourced youth, environmental projects such as removing invasive algae, and many more.

Governor Josh Green recognized this work in a special message during our 81st Anniversary in 2023, stating, *“Beyond the battlefield, the 100th Infantry Battalion has been an emblem of unity, resilience, and the triumph of the human spirit. Their legacy is one of determination and perseverance in the face of discrimination and prejudice. Club 100 was formed in 1945 by the veterans of the 100th Infantry Battalion to continue their brave legacy and to promote the values of community service, patriotism, and social welfare. Their initiative Legacy2Action focuses on these ideals and works to support and inspire young leaders to solve the issues that impact our state and nation.”*

Student feedback has been overwhelmingly positive. Participants report they enjoyed learning the history and values of the 100th and applying them to do something positive to improve society. Many students have received scholarships and/or acceptance into top universities based

in part on their participation in L2A. One student accepted to Harvard in January 2026 was told by the acceptance officer that her Legacy2Action project — an educational video titled “The Most Loyal Traitor” — played a key factor in her acceptance.

Students learn core values embodied by the 100th Infantry Battalion:

- Ganbari — perseverance and giving one’s all
- Gaman — quiet, steadfast endurance
- Chuugi — loyalty and teamwork
- Sekinin — responsibility
- Giri — sense of duty
- Haji — avoiding shame to protect the family name

This is the legacy they entrusted with us. Club 100 is also involved with and helping to fund an upcoming educational documentary, “The 100TH, Seeds of Aloha,” by Director/Producer Steve Sue of non-profit ID8. It is about the AJA warriors, starting with the Hawai‘i-born 100th Infantry Battalion. It is not a battlefields story, but one of overcoming obstacles and spreading positive seeds of change. It includes many interviews with European villagers who still remember their liberators from Hawai‘i, with some even singing Hawai‘i Pono‘ī. This documentary could serve as an additional educational tool within the curriculum.

I attended public school in ‘Aiea and later retired as Senior Vice President of Verizon Communications in New York City, responsible for \$11 billion in wholesale marketing revenue. GTE/Verizon sent me to Smith College and many leadership training courses. The leadership concepts I learned through my career — goal setting, affirmations, visualization — are deeply embodied in the lived experiences and values of the 100th Infantry Battalion. Many current members of 100th Infantry Battalion Veterans organization (Club 100) rose from humble upbringings to achieve success at the highest levels of their professions, while always keeping their 100th patriarchs’ desire to give back to the community, in line with Club 100’s motto: “For Continuing Service.”

For our keiki, for a better Hawai‘i, and for “a more perfect union,” we respectfully urge the passage of Senate Bill 2687. Mahalo for the opportunity to testify.

For Continuing Service,



Kathleen Hayashi  
President, 100th Infantry Battalion Veterans  
Daughter of Tokuichi Hayashi (Able Company)



STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
KA 'OIHANA HO'ONA'AUAO  
P.O. BOX 2360  
HONOLULU, HAWAII 96804

**Date:** 02/13/2026

**Time:** 03:02 PM

**Location:** CR 016 & Videoconference

**Committee:** EDU/PSM

**Department:** Education

**Person Testifying:** Keith T. Hayashi, Superintendent of Education

**Title of Bill:** SB2687, RELATING TO EDUCATION.

**Purpose of Bill:** Requires the Department of Education to develop and implement a 100th Infantry Battalion history curricula plan beginning with the 2027-2028 school year. Establishes a one-year 100th Infantry Battalion history curriculum pilot program within certain public high schools during the 2026-2027 school year. Requires a report to the Legislature.

**Department's Position:**

The Hawai'i State Department of Education (Department) appreciates the intent of SB2687, which seeks to honor the legacy of the 100th Infantry Battalion and ensure students learn about their critical contributions during World War II. The 100th Infantry Battalion, primarily composed of Japanese American soldiers from Hawai'i, holds a significant place in both local and national history, offering enduring lessons in courage, sacrifice, and the pursuit of justice in the face of discrimination. The Department supports the educational value of this history and offers the following comments regarding implementation within the existing standards and policy framework.

The Department has existing standards and structures which can be utilized for the purposes described in this bill. The history of the 100th Infantry Battalion can already be meaningfully taught through the Hawai'i Core Standards for Social Studies (HCSSS), which provide multiple, appropriate entry points across required high school courses. Relevant standards include (but are not limited to):

- Modern History of Hawai'i (SS.MHH.3.19.2): Analyze the local sociopolitical effects of the bombing of Pearl Harbor, with Sample Content and Concepts explicitly referencing the 100th Infantry Battalion.
- Participation in a Democracy ([SS.PID.5.7.1](#)): Plan and demonstrate some ways in which an active citizen can effect change in the community, state, nation, or world.
- United States History and Government (SS.US.8.17.2): Assess the social, political, and economic transformation of the United States during World War II.
- United States History and Government ([SS.US.8.19.3](#)): Analyze the role of the United States in the outcome of World War II in the European and Pacific theaters.
- World History and Culture (SS.WH.6.17.3): Analyze the turning points in the Pacific and European theaters of combat during World War II.

Collectively, these standards allow educators to integrate the history of the 100th Infantry Battalion in a rigorous, contextualized, and locally relevant way.

Additionally, this bill seems to run counter to existing Board of Education (BOE) Policy. Under BOE Policy 105-3, individual schools are responsible for developing school-level curriculum, while the Department provides guidance and instructional resources. Furthermore, pursuant to BOE Policy 102-3, only the Board of Education may approve or revise state academic standards.

Finally, the Department has already curated digital instructional resources on Asian American history and the 100th Infantry Battalion, available statewide through the Social Studies website and the America 250 website. The Department remains committed to ensuring that the legacy of the 100th Infantry Battalion is taught within Hawai'i's public schools through the Hawai'i Core Standards for Social Studies. At this time, we respectfully suggest that continued support through existing standards, guidance, and resources is the most appropriate and sustainable approach.

Thank you for the opportunity to provide testimony on SB2687.



**TESTIMONY IN SUPPORT OF SB 2687  
RELATING TO EDUCATION**

Senate Committee on Education  
Senator Donna Mercado Kim, Chair  
Senator Michelle N. Kidani, Vice Chair

Senate Committee on Public Safety & Military Affairs  
Senator Carol Fukunaga, Chair  
Senator Chris Lee, Vice Chair

Friday, February 13, 2026 at 3:02 PM  
Conference Room 016 or via Videoconference

Chairs Kim and Fukunaga, Vice Chairs Kidani and Lee, and Members of the Committees:

The Hawaii Military Affairs Council ("MAC") supports SB 2687.

The MAC was established in 1985 when the Chamber was appointed by the State to serve as the liaison to the military. The MAC advocates on behalf of Hawaii's military, and is comprised of business leaders, academic institutions, State and County officials, members of the CODEL, community leaders, labor unions and organizations and retired U.S. flag and general officers. The MAC works to support Hawaii's location as a strategic U.S. headquarters in the Indo-Asia-Pacific region which is crucial for U.S. national and homeland security.

The 100th Infantry Battalion, formed primarily of Japanese Americans from Hawai'i, proved their loyalty and courage on some of the most difficult battlefields of World War II while their families faced discrimination and suspicion at home. Their extraordinary record of valor, sacrifice, and service did more than win battles; it helped change hearts and minds, contributed to the desegregation of the U.S. Armed Forces, and opened doors for future generations in Hawai'i.

For Hawai'i, the 100th is not just a military unit in a textbook but rather a part of our community story, our local identity, and our understanding of what it means to stand up for country. SB 2687 is a deeply meaningful way for the State to say that the sacrifices and achievements of the 100th Infantry Battalion will not be forgotten.

For these reasons, the Hawaii Military Affairs Council respectfully urges passage of SB 2687.

TO: Chair and Members  
House/Senate Committee on Education

FROM: Mr. Lynn B. Mariano, (MAJ, USA Ret.)  
Regional Representative – Hawai‘i  
Japanese American Veterans Association

DATE: February 13, 2026

TIME: 3:02 p.m.

PLACE: Conference Room 016 & Videoconference, State Capitol, 415 South Beretania Street

RE: S.B. 2687 – Relating to Education (Hawai‘i 100th Infantry Battalion Curriculum and Heritage Act)

POSITION: Strong Support

Chair, Vice Chair, and Members of the Committee:

Thank you for the opportunity to submit testimony in strong support of S.B. 2687.

As the Japanese American Veterans Association, JAVA, Regional Representative for Hawai‘i, I strongly support this important educational initiative.

This measure appropriately recognizes the profound historical significance of the 100th Infantry Battalion and ensures that its legacy is meaningfully integrated into Hawai‘i’s public high school social studies curriculum.

S.B. 2687 represents an important and necessary step toward ensuring that Hawai‘i’s students receive a more complete and accurate understanding of our state’s and nation’s history. The 100th Infantry Battalion—composed primarily of second-generation Americans of Japanese Ancestry (AJA) many from Hawai‘i—demonstrated extraordinary courage and loyalty during World War II while facing discrimination and profound injustice at home. Their service contributed significantly to the Allied war effort and helped challenge racial prejudice throughout the United States.

The sacrifices and valor of the 100th Infantry Battalion played a meaningful role in reshaping national attitudes and contributed to the eventual desegregation of the United States Armed Forces. After the war, many veterans returned home and became civic and community leaders, congressional members, helping bridge economic gaps and

contributing to the prosperity and growth of Hawai‘i’s local communities. Their legacy remains a powerful example of resilience, patriotism, and civic responsibility.

Despite the Battalion’s historic impact, its story is not consistently or comprehensively taught in our public schools. Integrating this curriculum into existing social studies courses ensures alignment with state standards addressing World War II, civic responsibility, and democratic principles, while grounding those lessons in Hawai‘i’s lived experience. Teaching this history affirms the values of service, perseverance, constitutional democracy, and responsible citizenship. It provides students with a deeper understanding of the complexities of loyalty, identity, and American ideals during times of crisis.

Incorporating this history into existing social studies instruction strengthens alignment with established content standards without imposing unnecessary burdens on educators. Rather, it enriches current coursework by embedding essential local history within established academic frameworks. It honors our veterans, addresses historical omissions, and equips students with a more inclusive and accurate understanding of the past. By doing so, it ensures that students learn history through a lens that reflects Hawai‘i’s unique contributions to our nation.

This is more than a history lesson; it’s a legacy of hope, perseverance, and aloha that every student deserves to know.

Finally, the 100th Battalion veterans didn’t fight for recognition; they fought for their country. Teaching their story ensures their courage is never forgotten.

For these reasons, I respectfully urge the Committee to pass S.B. 2687.

Thank you for your consideration.

Respectfully submitted,

/s/ Lynn B. Mariano  
Regional Representative – Hawai‘i  
Japanese American Veterans Association

**SB-2687**

Submitted on: 2/10/2026 9:49:46 PM

Testimony for EDU on 2/13/2026 3:02:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Steve Sue	Individual	Support	Remotely Via Zoom

Comments:

To the Committee,

I have come to know the story of the 100th BN, a unit 99% comprised of men from Hawai'i who were of such high moral fibre that their example was the reason for the creation of the follow-on and famed 442nd RCT (also predominantly from Hawaii - 58%) which joined the 100th in Italy, some 9 months after the 100th had been named The Purple Heart Batallion. Together, the combined 100th/442nd RCT went on to become one of the most decorated units in US military history. Throughout WWII, they were known by French and Italian civilians as "The Hawaiians."

I know this story well as I am the producer, writer and director of a feature-length documentary scheduled for theatrical release this Memorial Day (May 25, 2026) entitled "THE 100TH, Seeds of Aloha," the story of how Hawaii soldiers applied the Aloha Spirit both during the War and for 80 years after in the rebuilding of a free world.

Interestingly, a half century after the war, Aunty Pilahi Paki had a premonition that the world will look to Hawaii for the answer to peace because Hawaii has the secret and that the secret is Aloha. The Legislature followed up by statutorily memorializes her sentiments as the 1986 Hawaii Aloha Spirit Law. This is trail that the 100th/442nd cut, through their campaign of liberation in Europe then around the globe for decades to come. Their generation is referred to as the Greatest Generation for good reason.

This year marks the 250th year of America's independence. In that context, it's worth noting that Hawaii was ground zero for where WWII began for the United States. It's also worth noting that Hawaii is the current day home of the US Pacific Fleet - the military organization tasked with keep our independence for the next 250 years.

Thus it seems to me that Hawaii should take pride in its rich history related to world liberation and independence. It should teach the local values that the WWII soldiers employed to right a listing world.

Aunty Pilahi Paki had it right. Hawaii has the secret to peace. And the 100th/442nd is the most prime example of how Aloha has been applied to create peace and build a better world. Hawai'i has the answer. We should teach it to our next generation and the world beyond.

With Aloha,

Steve Sue, filmmaker "THE100TH, Seeds of Aloha" | [100thfilm.com](http://100thfilm.com)

**SB-2687**

Submitted on: 2/10/2026 6:36:09 PM

Testimony for EDU on 2/13/2026 3:02:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
cheryl burghardt	Individual	Comments	Written Testimony Only

Comments:

Aloha Chair and Committee Members,

SB 2687 is a positive step in ensuring that history includes all people of these islands and their contributions...however, it is not the best way in my opinion to do so. My comments would be that the DOE already has the tools in place to ensure that our students know about not only the 100th Infantry. What educators need is access to more resources and the ability to share them with their students/community in ways that meet their needs. One of the tools that we have throughout the DOE is Na Hopena Ao (HA). A Department-wide framework to develop the skills, behaviors and dispositions that are reminiscent of Hawai'i's unique context, and to honor the qualities and values of the indigenous language and culture of Hawai'i. As a retired DOE elementary educator, I can attest to the positive outcomes in presenting our unique Hawaii history through community input and creation vs top down curriculum. Making connections and understanding our island history through the eyes of the community will be valuable and important as we continue. We can't keep doing things the same way.

Cheryl Burghardt

Nuuanu Oahu

**SB-2687**

Submitted on: 2/10/2026 7:39:09 PM

Testimony for EDU on 2/13/2026 3:02:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Amanda Christie	Individual	Support	Written Testimony Only

Comments:

Testimony of Amanda Christie

In SUPPORT of SB2687

Committee on Education

Senator Donna Mercado Kim, Chair

Senator Michelle N. Kidani, Vice Chair

Committee on Public Safety and Military Affairs

Senator Carol Fukunaga, Chair

Senator Chris Lee, Vice Chair

Dear Chair Donna Mercado Kim, Vice Chair Michelle Kidani, and members of the Committee on Education; Chair Carol Fukunaga, Vice Chair Chris Lee, and members of Committee on Public Safety and Military Affairs,

My name is Dr. Amanda Christie. Today, I am writing to submit testimony in support of SB2687, which would require the DOE to develop and implement a 100th Battalion history curricula plan beginning with the 2027-2028 school year.

I am a current resident of Makiki. I am also a long-time ELA and social studies educator. In 2024, my Race and Social Justice literature class at 'Iolani School partnered with several members of the 100th Battalion Clubhouse community to create the very first draft of this bill.

In the months spent conducting extensive research and crafting the initial draft of the bill, my students and I found numerous studies indicating how the lack of positive stories celebrating Asian-American achievements and contributions in the current national and statewide social

studies curricula can lead to a feeling of marginalization and diminished self-worth among Asian American students. According to the U.S. Census Bureau report from 2023, Asian Americans make up 37.3% of the population in Hawai‘i. “Learning from Asian American High School Students’ Voices” by Jing Gao indicates that the absence of Asian American narratives in education materials leads to feelings of marginalization and invisibility for many students. Students expressed feelings of being overlooked and excluded due to lack of representation in their educational experience. They described how the absence of Asian American stories in textbooks and lesson plans led to a diminished sense of identity and pride in their heritage and their communities. Additionally, the current reliance on stereotypical representations like the “model minority” or “foreign threat” narratives in the social studies curriculum, may lead students to internalize these negative racial stereotypes and representations and perpetuate them against others and themselves. Rastogi stated in her research in “No such thing as a ‘positive’ stereotype: Consequences of the Model Minority Myth” that the internalization of the model minority stereotype among Asian American students was associated with negative psychological consequences, including decreased likelihood of seeking help during emotional distress. A study by Kim and Lee (2014) found that East and Southeast Asian American college students who internalized the model minority myth were less inclined to engage in advantageous help-seeking behaviors. Co-executive director of the Asian American Education Project, Stewart Kwoh argues that education is the primary way to resist anti-Asian hate and stereotypes that label Asian Americans as a threat. He states that “if you want to stop racism, it's not the racism of Asian American students towards themselves. It's non-Asians sometimes targeting Asian Americans. So we need to spread the curriculum broadly in order to educate Americans on who Asian Americans are, their history, their struggles and their contributions. And there's a lot of Asian Americans contributing now to the vitality of the United States, who we also want to promote, not as the model minority, but as Americans who are contributing to the country.” A curriculum that excludes a richer and deeper Asian American story fails to promote inclusivity and understanding among all students, not just Asian Americans. By integrating Asian American history, specifically the rich stories of Hawai‘i’s own 100th Infantry Battalion, statewide social studies curriculum can foster a more inclusive, empowering, and supportive education experience for all students.

I am writing today to voice my highest support for SB 2687 for the following reasons:

1. **The curricula plan proposed in the bill will broaden students’ understanding of the 100th Battalion during WWII broadens students’ understanding of U.S. history and the economic, political, and social changes that came about as a result of the 100th’s legacy.**
  1. It teaches students to see Asian Americans as integral to the nation’s history, rather than outsiders
  2. Their remarkable combat performance and subsequent recognition reshaped public policy, leading to racial integration of the U.S. military.
  3. The 100th Infantry Battalion, known for its exceptional service during World War II, significantly impacted the sociopolitical landscape in Hawaii by actively resisting stereotypes and policies that racially discriminated against Japanese Americans (i.e. segregation in the U.S. military, housing and banking

discrimination, and lack of psychological and social support for Japanese American veterans returning home from the war).

2. **The curricula plan proposed in the bill will challenge harmful racial stereotypes**
  1. The narrative of the 100th Battalion counters stereotypical portrayals found in Hawaii's social studies curriculum, highlighting and celebrating the contributions and sacrifices of Japanese Americans both during and after WWII. These men were small in stature and endured extreme discrimination from their own country, America, yet, they were able to fight and visualize a goal of peace and equality. The 100th Infantry Battalion embodies enduring values such as giri, gaman, ganbatte - obligations, perseverance despite difficult situations, and giving all you have into whatever you do. These are values that ought to be amplified, celebrated, and passed on in the core stories told about Asian American history.
3. **The curricula plan proposed in the bill will align with and support current social studies curricular standards**
  1. The bill directly supports Hawaii's social studies content standard SS.US.8.17.2 by addressing the social, political, and economic transformations of the U.S. during WWII through the lens of the 100th Infantry Battalion. Learning about the 100th Battalion in Hawaii meets the standards by requiring students to gather credible information from diverse sources, such as veterans' accounts, historical records, and scholarly analyses, identifying the 100th Battalion's military valor in the face of discrimination faced at home and abroad. This topic encourages critical thinking about themes of loyalty, sacrifice, and justice.
  2. The bill highlights Hawaii's distinct experience as the only US territory attacked during WWII, implementing local history into a national context
  3. It enhances historical awareness, combats stereotypes, and broadens perspectives by focusing on a specific underrepresented narrative of an important group of Asian Americans.

For these reasons, I respectfully request that the Committee PASS SB2687.

Mahalo for the opportunity to provide testimony.

Sincerely,

Amanda Christie

**SB-2687**

Submitted on: 2/10/2026 8:14:12 PM

Testimony for EDU on 2/13/2026 3:02:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Candice Sakuda	Individual	Support	Written Testimony Only

Comments:

Aloha Kākou,

As a classroom teacher, I strongly support SB2687. This facilitates a deeper, more accurate understanding of history and Hawai‘i’s role in shaping American democracy. By focusing on the 100th Infantry Battalion’s legacy, students will not only meet content standards; they’ll have the opportunity to connect more personally with the stories of real people from their own communities.

This bill ensures that all high school students engage with themes of discrimination, citizenship, and social change through a local and multicultural lens. This will strengthen critical thinking, combat stereotypes, and affirm the identities of our Asian American and Pacific Islander students.

SB2687 will help build bridges between past and present, and between our schools and community organizations, giving students the chance to learn from primary sources, oral histories, and living experts. We have piloted fun, engaging classroom lessons that teachers can easily implement in their classes, with the hope that the legacy of the 100th Battalion will empower students to serve their communities today. When young people study how Nisei soldiers from Hawai‘i helped pave the way for desegregation in the armed services and expanded civil rights at home, they see how local action can transform national policy, inspiring them to become informed, engaged citizens in our democracy today.

Mahalo nui.

**SB-2687**

Submitted on: 2/10/2026 8:18:31 PM

Testimony for EDU on 2/13/2026 3:02:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Robert Lee	Individual	Support	Written Testimony Only

Comments:

I strongly support SB 2687 because the history and story of this unit is an American story and applies across all ethnicities. During the dark days of WWII, soldiers of the 100th Battalion and later, 442nd Regimental Combat Team performed exceptionally well in combat becoming the most decorated infantry regiment in the US Army. They did this while families resided in internment camps and scorned for just being Japanese.

**SB-2687**

Submitted on: 2/10/2026 8:49:04 PM

Testimony for EDU on 2/13/2026 3:02:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Christy Nishita	Individual	Support	Written Testimony Only

Comments:

As a mom and 4th generation Japanese American, I strongly support SB2687. I want my children to have a deeper appreciation of Hawai‘i’s role in shaping American democracy. By focusing on the 100th Infantry Battalion’s legacy, students will have the opportunity to connect more personally with the stories of real people from their own communities.

This bill ensures that all high school students engage with themes of discrimination, citizenship, and social change through a local and multicultural lens. This will strengthen critical thinking, combat stereotypes, and affirm the identities of our Asian American and Pacific Islander students. SB2687 will help build bridges between past and present, and between our schools and community organizations, giving students the chance to learn from primary sources, oral histories, and living experts.

My daughter had the opportunity to volunteer at the 100th Infantry Battalion Clubhouse and participate in a project-based learning challenge called “Legacy2Action” over the last 2 years. Her experience, learning about the legacy of the 100th Infantry Battalion, has empowered her to take a more active role in her community.

When young people study how Nisei soldiers from Hawai‘i helped pave the way for desegregation in the armed services and expanded civil rights at home, they see how local action can transform national policy, inspiring them to become informed, engaged citizens in our democracy.

**SB-2687**

Submitted on: 2/10/2026 9:48:32 PM

Testimony for EDU on 2/13/2026 3:02:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Shiloh Francis	Individual	Support	Written Testimony Only

Comments:

As a Hawai'i high school history teacher, I write in support of SB 2687 for the Department of Education developing and implementing a 100th Infantry Battalion history curricula plan starting with a pilot program. Students should know their local history and this would help ensure this curriculum is taught and the legacies of one of WWII's most exceptionally decorated units is carried on. The honor and courage that the soldiers of 100th held even in the face of prejudice teaches valueable lessons that students can connect with. By including this curriculum, Hawaii's young people can take these lessons from history and be inspired to take positive and meaningful action in their own communities. I respectfully ask that this committee advance this legislation.

February 10, 2026

The Honorable Donna Mercado Kim  
Senator  
Hawai`i State Senate  
415 South Beretania Street, Room 218  
Honolulu, Hawai`i, 96813

Aloha, Senator Mercado Kim,

I am Calvin Nomiya, a *sansei*, or third generation son of a World War II veteran. I retired from Hawai`i State Department of Education (HIDOE) after serving over 35 years, and retired from the U.S. Army Reserves, after 37 years of service, with time in the 100<sup>th</sup> Battalion, 442<sup>nd</sup> Infantry Regiment for sixteen years (1971-1987). I am also a life-member and the current Secretary for the Go For Broke Association; a veterans' organization started in 1978, whose primary purpose is to promote the legacy of the 100<sup>th</sup> Infantry Battalion, the 442<sup>nd</sup> Regimental Combat Team, and the World War II Military Intelligence Service.

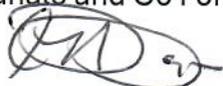
I am writing this letter in support of Senate Bill 2678 that requires the Department of Education to develop and implement a curriculum plan for grades 9 through 12 on the history of the famed World War II *nisei* unit, the 100<sup>th</sup> Infantry Battalion.

As a graduate of Hawai`i's public schools, and having served as a high school coach, an elementary and secondary teacher, and a school administrator, I have experienced the absence of content on the 100<sup>th</sup> Infantry Battalion, or any other Asian American history curricula, specifically, in Grades 4, 7 where Hawaiian culture and history are routinely taught. There is little to no mention of the 100<sup>th</sup> Infantry Battalion in Grade 5, 11, and 12 where U.S. history is presented.

The lessons learned from the accomplishments of the *nisei* Soldiers during combat in the European Theater of Operations and their contributions and community involvement after the war are a testimony to their character: Bravery, Loyalty, Courage, Resilience, Cultural Identity, and Service. Repeatedly, as individual Soldiers during a time of war or collectively as in civilian life, these Americans of Japanese Ancestry paved the way for generations of all races throughout the nation to rise above discrimination to become whomever we want to be. I honestly believe that the achievement of the *nisei* Soldier and their units made it possible for me to rise to the office of the Complex Area Superintendent and retire at the rank of Colonel.

Through developing and implementing the curriculum, it serves everyone, from those who develop the prospectus to the students that receive the instruction, they all will learn not just about the accomplishments and contributions of the 100<sup>th</sup> Infantry Battalion, but also the way Hawai`i has become to be known for generations as the "melting pot." The men of the 100<sup>th</sup> Infantry Battalion, through their actions in combat and in community service after the war, significantly impacted of who we are today.

Mahalo and Go For Broke!



Calvin Nomiya  
808-292-3261  
ccnomi002@gmail.com

**SB-2687**

Submitted on: 2/11/2026 10:22:07 AM

Testimony for EDU on 2/13/2026 3:02:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Glen Kagamida	Individual	Support	Written Testimony Only

Comments:

**STRONG SUPPORT!!!**

**SB-2687**

Submitted on: 2/11/2026 4:49:15 PM

Testimony for EDU on 2/13/2026 3:02:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
James Kuroiwa	Individual	Oppose	Written Testimony Only

Comments:

TESTIMONY IN STRONG OPPOSITION TO SB2687 RELATING TO

THE THIRTY-THIRD LEGISLATURE

REGULAR SESSION OF 2026

TO: CAROL FUKUNAGA, CHAIR; CHRIS LEE, VICE CHAIR

COMMITTEE: PUBLIC SAFETY AND MILITARY AFFAIRS

TO: DONNA MERCADO KIM, CHAIR; MICHELLE N. KIDANI, VICE CHAIR

COMMITTEE: EDUCATION

SUBJECT: RELATING TO EDUCATION

BILL: SB 2687 - THE HAWAII 100TH INFANTRY BATTALION CURRICULUM AND HERITAGE ACT

DATE AND TIME: FRIDAY, FEBRUARY 13, 2026

TIME: 3:02 PM

PLACE: STATE CAPITOL, CONFERENCE ROOM 016 & VIDEOCONFERENCE

FROM: JAMES I KUROIWA JR, Past President, Go For Broke Association

I provide testimony in strong opposition to SB 2687, for there are critical questions as to the intent of this legislation. For example, "Asian American" and "Japanese American" are identified thirteen (13) times in this legislation, which is rejected by the true and established American history of the Nisei WWII Veterans and the United States Constitution. The men and women of the Nisei WWII Veterans served as "Americans", "Americans of Japanese ancestry (AJA)".

Following the 100th Infantry Battalion, 442d Regimental Combat Team's outstanding performance in combat and returning, home, to the United States of America, they were greeted on:

**"July 15, 1946:** A reception is held in Washington, D.C. under a driving summer rain, President Harry Truman pinned the Presidential Unit Citation on the 100th/442nd RCT colors. 'You fought not only the enemy,' he said, 'but you fought prejudice --- and you have won.' "

Then on July 28, 1948, President Harry Truman followed up by signing EO 9981, integrating the United States Military, in a large part due to the outstanding combat performance of the Nisei WWII Veterans. The intent of EO 9981 was made official and stands today, when the Selective Service Act was amended by Congress in 1950, to integrate the American military. The U.S. Military became One, of all Americans.

I served as a Reservist in the 100th Battalion, 442d Infantry Regiment (USAR) and in Vietnam on March 1, 1969, was assigned to another storied Unit, the 1st/502d of the 101st Abn Division in I Corps, South of the DMZ. After three weeks in the A Shau Valley, I received my orders on the 29th day in Country that I was awarded the CIB, the Combat Infantrymen's Badge. The same award that nearly all the men of the 100th Infantry Battalion, 442d Regimental Combat Team of WWII received and wore with pride. During the time in Vietnam, the 100th Battalion, 442d Infantry Regiment lost 9 men in combat, and all of them, I personally knew. To this day, I do not know how many were wounded. A short piece from my personal Vietnam experience files:

"On 6 March 1969, I entered the headquarters of the 1/502d commanded by COL Donald Davis and met the Command Sgt Major, who immediately asked if I was from Hawaii, then informed me that I was going to take over the Recon Platoon. Then, he smiled and said I had the 4.2 mortar section that was being converted to an 81mm section as part of the reorganization into an

airmobile unit. We talked for a while about Hawaii and the 100th, 442d for he was assigned during his long career with the 25th at Schofield. He then said, 'I'm not concerned about the conversion because we have a Go For Broke soldier to do the job.' "

Second, the Nisei WWII Veterans story "I Am An American: The Nisei Soldier Experience Traveling Exhibit" is an introduction of a collaboration between the National Museum of the United States Army, the National Veterans Network, and The Army Historical Foundation. This National Traveling Exhibit tells the story of the Nisei WWII Veterans, the story of families immigrating to the United States (Hawaii), to family members being discriminated against, to be arrested and confined into Internment Camps, and of serving in the United States Military. The Traveling Exhibit of the Nisei WWII Veterans present examples of Courage, Perseverance, and Honor on the battlefield as the best American soldiers. These Nisei WWII Veterans were never "Asian or Japanese Americans" they were Americans, American citizens.

The Traveling Exhibit opens in San Francisco on February 20 and will be in San Francisco to July 31, 2026, then the Exhibit will be at the Bishop Museum in Honolulu beginning in October 2026 through March 2027. The Traveling Exhibit will be at eight (8) different States, ending in New York on January 2032, after presenting the story over seven (7) years across the Nation about the Nisei WWII Veterans serving as Americans, unifying all American citizens as one.

Third, on January 20, 2025, President Donald J. Trump signed Executive Order 14148 revoking President Biden's EO's. "Sec. 2. Revocation of Orders and Actions. The following executive actions are hereby revoked:" One of the revoked President Biden's E.O. was Executive Order 14031 of May 28, 2021, on Advancing Equity, Justice, and Opportunity for Asian Americans, Native Hawaiians, and Pacific Islanders.

Thank you, Go For Broke and First Strike,

James I. Kuroiwa, Jr.

**SB-2687**

Submitted on: 2/11/2026 2:20:20 PM

Testimony for EDU on 2/13/2026 3:02:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Ellen Godbey Carson	Individual	Support	Written Testimony Only

Comments:

I support this bill. It is very important for our students and citizens to remember the injustices done to the Japanese Americans and the proud legacy of the 100th/442nd that helped show America the courage and loyalty of this important ethnic group in our community. We do not want the history of these tragic injustices to be repeated.

**SB-2687**

Submitted on: 2/11/2026 1:54:50 PM

Testimony for EDU on 2/13/2026 3:02:00 PM

Submitted By	Organization	Testifier Position	Testify
carolyn mariko miho	Individual	Support	Written Testimony Only

Comments:

**TESTIMONY IN STRONG SUPPORT**

RE: SB 2687 - Relating to 100th Infantry Battalion History Curriculum

Aloha Chairs Fukunaga and Kim, Vice Chairs Lee and Kidani, and Members of their respective Committees:

My name is Mariko Miho, and I am a retired philanthropic services officer and consultant who has worked with nonprofit organizations throughout Hawai‘i. I submit this testimony in strong support of this measure, which requires the Department of Education to develop and implement a 100th Infantry Battalion history curriculum.

This legislation is both timely and essential. The men of the 100th Infantry Battalion - most of whom were Americans of Japanese ancestry, along with Hawaiians who served alongside them - demonstrated extraordinary courage in the face of incredible obstacles during World War II. Their sacrifices and contributions helped break down barriers in Hawai‘i and shaped who we are as a community today.

Yet these stories remain largely unknown to our young people. We are losing the opportunity to learn directly from the few remaining veterans, and with them, we risk losing the lessons of courage, resilience, and service that defined their generation.

**This curriculum matters because:**

My father, Katsugo Miho, served with the 442nd Regimental Combat Team's 522nd Field Artillery Battalion. He and thousands of other young men from Hawai‘i proved their loyalty while many of their families faced incarceration and discrimination. These are not just historical facts - they are foundational stories that every student in Hawai‘i deserves to know. They teach us about courage under pressure, about standing up for what's right, about the price of freedom, and about how ordinary people create extraordinary change.

**The pilot program provides critical learning:**

The one-year pilot program proposed for the 2026-2027 school year is a smart approach. It allows educators to test and refine curriculum materials, gather student and teacher feedback, and

ensure cultural accuracy before statewide implementation. This measured approach honors both the complexity of these stories and the responsibility we have to tell them well.

**Students need these lessons now:**

Throughout my career, I've been involved in raising private gifts and general support, and building partnerships for educational initiatives like the Japanese American Veterans Archives Collection, the Hawai'i Nisei Story, the Academy for Creative Media, PBS Hawai'i's HIKI NŌ, UH Hilo's Kupa `Āina Summer Bridge project, Kapi`olani Community College's Lunalilo Scholars and Project Ōlona Summer Bridge projects, and now, Voices to Courage: Hawai'i's One Puka Puka Heroes, I've witnessed firsthand how profoundly young people respond when given the opportunity to engage deeply with stories about people and their histories. They ask profound questions, make connections to current events, and begin to grasp the true meaning of citizenship and service.

Shortly after my father passed away, his hospice social worker shared a message he had asked her to give me: "Thank you for being interested in my story." This bill ensures that all of Hawai'i's students will have the opportunity to be interested in these stories - and to carry forward the values and lessons they contain.

I urge you to pass this measure. Our veterans deserve this recognition. Our students deserve this education. Our community deserves to remember.

Mahalo for the opportunity to testify.

Respectfully submitted,

Carolyn Mariko Miho

Kenneth S. Hara  
Major General, US Army Retired  
February 11, 2026

Hawaii State Senate  
Committee on Education

Chair Fukunaga, Vice Chair Lee and the members of the Committee on Public Safety and Military Affairs; Chair Kim, Vice Chair Kidani, and members of the Committee on Education,

I am Kenneth Hara, Major General, US Army Retired and former Adjutant General for the State of Hawaii, Department of Defense.

I respectfully submit testimony in support of SB 2687, relating to the Education.

I strongly feel that Hawaii's youth will benefit from learning the history and significant achievements of the 100<sup>th</sup> Infantry Battalion and their wartime service. The example and values displayed by the heroes who served in this prestigious unit should continue for future generations.

Thank you for this opportunity to testify and for your consideration.

Kenneth S. Hara  
Major General, US Army, Retired

TO: Senator Donna Mercado Kim, Chair, and Members  
Senate Committee on Education

Senator Carol Fukunaga, Chair, and Members  
Senate Committee on Public Safety and Military Affairs

FROM: Tom Heinrich, Attorney at Law [tomheinrich808@gmail.com](mailto:tomheinrich808@gmail.com)

RE: **Testimony in SUPPORT of SB 2687:**  
Relating to Education

TO BE HEARD: Friday February 13, 2026 3:02 PM at CR 016

Aloha Chairs Kim and Fukunaga, and Members of the Committees!

I submit this testimony **IN SUPPORT of Senate Bill 2687** in my individual capacity.

The “Hawaii 100th Infantry Battalion Curriculum and Heritage Act” proposed by SB2687 would (1) establish a one-year 100th Infantry Battalion history curriculum pilot program within certain public high schools during the 2026-2027 school year; and (2) amend Chapter 302A, Part II, Subpart B to require the Department of Education to develop and implement a 100th Infantry Battalion history curricula plan beginning with the 2027-2028 school year.

A brief history of the establishment and service of the 100th Infantry Battalion and 442nd Regimental Combat Team prepared by the United States Army is posted at <https://history.army.mil/Research/Reference-Topics/Asian-Pacific-Americans-in-the-US-Army/100th-Infantry-Battalion-in-World-War-II/>. Cited are the following sources:

- Crost, Lyn. Honor by Fire: Japanese Americans at War in Europe and the Pacific. Novato, Calif., 1994.
- Duus, Masayo. Unlikely Liberators: The Men of the 100th and 442nd. Honolulu, 1987.
- Murphy, Thomas D. Ambassadors in Arms: The Story of Hawaii's 100th Battalion. Honolulu, 1954.
- Shirey, Orville C. Americans: The Story of the 442d Combat Team. Washington, 1946.
- Takaki, Ronald. Strangers from a Different Shore: A History of Asian Americans. Boston, 1989.
- Tanaka, Chester. Go For Broke. San Francisco, 1982.

The 442nd Regimental Combat Team was demobilized and inactivated in August 1946. However, due to its unique story and celebrated service in action, the lineage and honors

have been preserved by the 100th Battalion, 442d Infantry placement in the U.S. Army Reserve.

Far more lasting than the 100th Infantry Battalion's distinguished military service record are the lessons learned in contesting and overcoming racial discrimination and segregation, and the continued lifelong contributions of many of its veterans in advancing social change in Hawaii and beyond in education, business, law, politics, and community service and cultural activities.

That history presents many important lessons worthy of remembrance, continued examination, and as a basis of instruction to younger generations – especially in the context of the advancement and defense of civil rights for all persons. How better to be able to compare and contrast the events and challenges of today with the challenges and history of action of our recent past.

The inclusion of the story of Hawaii's 100th Infantry Battalion and its people, begun in World War II and continuing to this day, in the Department of Education's social studies curricula is most appropriate.

Accordingly, I **SUPPORT SB 2687** and respectfully urge the Senate Committee on Education and the Senate Committee on Public Safety and Military Affairs to move SB 2687 forward for passage on Second Reading and referral to the Committee on Ways and Means.

Mahalo for your consideration of my testimony!

Tom Heinrich

**SB-2687**

Submitted on: 2/12/2026 12:03:07 AM

Testimony for EDU on 2/13/2026 3:02:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
An Vo	Individual	Support	Written Testimony Only

Comments:

Aloha Members of the Education Committee and the Public Safety and Military Affairs Committee.

My name is An and I'm a public health student on O'ahu. I'm testifying in strong support of SB2687.

I grew up in Hawai'i DOE schools and learned about U.S. history, but I never learned specifically about Asian American history. I am a Vietnamese-American and Filipino, but I am not connected to my Vietnamese/Filipino roots. I have been Americanized, and I would like to learn more about Asian American history because Americans aren't always telling the truth when they tell stories of other cultures. Asian Americans should be the ones telling their own stories, not have their stories rewritten by Americans.

Please support SB2687.

Mahalo nui loa,  
An  
Honolulu, HI

February 10, 2026

The Honorable Donna Mercado Kim, Chair  
and Members  
Committee on Education  
State Senate  
Hawai`i State Capitol  
415 South Beretania Street  
Honolulu, Hawaii 96813

Aloha Chair Kim and Members of the Committee,

SUBJECT: Senate Bill No. 2687, Relating to Education

My name is Colonel (Retired) Keith K. Horikawa, a former commander of the 100<sup>th</sup> Battalion, 442<sup>nd</sup> Infantry, US Army Reserve, and a US Army veteran with over 33 years of service in both the Hawaii National Guard and US Army Reserve. I am writing to express my strong support for Senate Bill No. 2687, the Hawai`i 100th Infantry Battalion Curriculum and Heritage Act, Relating to Education. This bill represents a significant step forward in ensuring that the history and contributions of the 100th Infantry Battalion, as well as the broader narrative of Asian American history, are integrated into the social studies curriculum for Hawai`i's public high schools.

The 100th Infantry Battalion, originally comprised of second-generation Japanese Americans, exemplified loyalty, courage, and sacrifice in the face of adversity and the tumult of world war. Despite facing discrimination and prejudice during World War II, these soldiers demonstrated extraordinary valor and commitment to our country, earning numerous decorations and playing pivotal roles in the outcome of the war in Europe, the desegregation of the U.S. armed forces, and the shaping of Hawai`i into the state it is today. Their story is not only a testament to their heroism and triumph in combat but is also a vital part of Hawai`i's local history, it's continuing legacy in the modern US Army, and the broader Asian American experience in the United States.

Currently, the statewide public high school social studies curriculum does not adequately represent Asian American history, despite the significant contributions of Asian Americans to our state and nation. This underrepresentation perpetuates marginalization and racial stereotypes, depriving students of the opportunity to learn about the diverse narratives that have shaped our society. By integrating the history of the 100th Infantry Battalion into the curriculum, this bill will provide students with a unique opportunity to engage with history through a local and multicultural lens, fostering a deeper understanding of the social, political, and economic transformations of the United States during World War II.

The proposed pilot program for the 2026-2027 school year and the statewide implementation of the curriculum in the 2027-2028 school year are critical steps toward addressing this gap in our education system. By studying the formation, achievements, and legacy of the 100th Infantry Battalion, students will gain valuable insights into the resilience and contributions of Asian Americans, as well as the importance of diversity and inclusion in shaping our nation.

I urge the legislature to pass S.B. NO. 2687 to honor the legacy of the 100th Infantry Battalion and ensure that future generations of Hawai`i's students understand the significance of their story. This bill is not only an investment in education but also a commitment to preserving and celebrating the cultural heritage of our state.

Mahalo for the opportunity to testify in support of this important legislation.

Sincerely,

Keith K. Horikawa, COL (Ret)  
US Army Reserve

**SB-2687**

Submitted on: 2/11/2026 10:49:49 AM

Testimony for EDU on 2/13/2026 3:02:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
David A. Bramlett	Individual	Support	Written Testimony Only

Comments:

Aloha Madam Chairs and Committees' Members:

I write in strongest support for SB2687, which integrates the history of the 100th Infantry Battalion in the DOE curriculum. The 100th Infantry Battalion and the Nisei Soldier in WWII are celebrated in every segment of our nation's history. You will find descriptions in various detail, whether the impact is on social history, cultural inclusion, military campaigns, and history in general.

The 100th's story is an emblem for the larger tale of an immigrant population who paid the price of citizenship with their heroism and sacrifice, and returned from the battlefields to shape our post-war nation, especially in Hawaii and California (if not, the entire west coast).

I note SB2687 includes mention of the 442nd Regimental Combat Team, also an essentially Nisei fighting force. The teacher will find a rich repository of material in the literature and history of other Nisei units, the Military Intelligence Service (MIS) and the 1399th Engineer Battalion. And, the story of the Nisei women who served has yet to receive deserved, historical notice.

We owe this legislation to those who gave so much on the battlefield and endured so much in their lives. It's a legacy that must endure, and SB2687 is a major, welcome step in preserving a significant part of Hawaii's story and its place in our nation's history.

Mahalo,

General David A. Bramlett, US Army (Ret)

Aloha Chair, Vice Chair, and Members of the Committee,

My name is Shawn Brinsfield. Although I currently reside in Washington State, I am writing to express my **strong support for SB 2687**, which establishes a pilot program to include the history of the 100th Infantry Battalion in select Hawai'i high schools.

The 100th Infantry Battalion, the "Purple Heart Battalion," represents a cornerstone of both Hawai'i and American history. Their bravery on the battlefields of Europe and their fight against prejudice at home provided a roadmap for civil rights and demonstrated the profound loyalty of the Nisei community. It is only fitting that the students of Hawai'i—the home of these heroes—have the opportunity to study this legacy in depth.

I speak from a unique perspective as a resident of Washington State, where we have successfully implemented the [Since Time Immemorial](#) tribal studies curriculum. This mandate has proven that:

- **Localized history fosters engagement:** Students are more invested when they see their community's identity reflected in their textbooks.
- **Integration is seamless:** Washington has shown that specialized history programs can be integrated into existing social studies frameworks without burdening teachers.
- **National Precedent:** Other states have already recognized the importance of mandatory Japanese American studies. For Hawai'i to implement this pilot program is not just a tribute to the past, but a necessary step to remain a leader in inclusive education.

The 100th Infantry Battalion's story is one of sacrifice, resilience, and "Go For Broke" spirit. I urge the committee to pass SB 2687 to ensure this legacy is never forgotten by the next generation.

Mahalo for the opportunity to testify.

Sincerely,

Shawn Brinsfield

February 12, 2026

Committee on Public Safety & Military Affairs  
Committee on Education  
Hawai`i State Senate

RE: SB 2687 Relating to Education

Aloha, Committee Chairs and Members,

This testimony is submitted in OPPOSITION to SB 2687.

It appears that this bill assumes statewide public high school social studies curriculum does not sufficiently integrate Asian American history, including the significant contributions of the 100th Infantry Battalion during World War II.

However, this is not the case. The Department of Education's curriculum encompasses this important historical subject in various high school classrooms via Modern Hawaiian History, Participation in Democracy, and U.S. History. In Modern Hawaiian History the textbook covers chapters on the history of Japanese American immigrants during the plantations, the history and the contributions of the Nisei during World War II.

This is the link to the [Modern Hawaiian History State Standards and Benchmarks](#). Theme 3 covers World War II and the Democratic Revolution. Modern Hawaiian History is a semester course that spends about a month covering this Theme. The DOE high school social studies does not only cover the 100th Infantry Battalion, but all the Nisei veterans who fought in the 442 Regimental Combat Team, Military Intelligence Service (MIS), and the 1399 Construction Battalion. Modern Hawaiian History is a mandatory course by the state for high school students to graduate.

In addition the curriculum also covers the internment both in the continental United States and in Hawai`i. There are various resources teachers can use such as Densho, and the Japanese Cultural Center of Hawaii.

I am piqued as to how the 100th Infantry Battalion Curricula Plan will be implemented as an add-on to existing courses on the benchmarks and standards. Since students have to complete Modern Hawaiian History, U.S. History, and World History, will the curricula be different for each course? How will the curriculum be funded and implemented? Does the DOE have to purchase curricula resources or books from the 100th Battalion organization?

In my personal reading of SB 2687 it seems to be 100th Battalion centric, and does not focus on the broader topic of all Nisei veterans. Will this bill change the curriculum in which social studies educators will be forced to solely focus on the 100th Battalion achievements? Or will educators have to cut out other parts of the curriculum to meet this proposed curricula?

Mahalo,

/s/

Kathy Masunaga

**LATE**

**SB-2687**

Submitted on: 2/12/2026 3:01:01 PM

Testimony for EDU on 2/13/2026 3:02:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Brian H Shimabukuro	Individual	Support	Written Testimony Only

Comments:

Aloha ,  
My name is Brian Shimabukuro. I would like to support the intent of the above mentioned bill for the fact that there is very little content offered in our public shools that relate to subject matter beyond Hawaiian History that is very relevant to us. Pearl Harbor, World War II and the socio-plitical ramifications that were a part of it which involve Hawaii, the US and the world are important historical jewels. To continue to ignore it academically, would be, as had nearly been done with Hawaiian History and cultural examination, would be historic and genocide if the times had no voice. There were many connections to those here that are valuable and need to not be lost. Students should also learn about what had happened in their home state. Please have this bill continue on in the process.  
Mahalo,  
Brian Shimabukuro

**TESTIMONY IN SUPPORT OF SB2687, THE HAWAII 100TH INFANTRY BATTALION CURRICULUM AND HERITAGE ACT**

**TO:** Committee on Public Safety and Military Affairs  
Committee on Education

**FROM:** David Y. Ige

**DATE:** February 13, 2026



Honorable Chairs Fukunaga and Kim and Members of the Committee(s):

I am writing to offer my strong support for SB2687, a bill that proposes to integrate the history and legacy of the **100th Infantry Battalion** into Hawai'i's public high school social studies curriculum.

This legislation is crucial for several reasons:

- **Teaching Core Values:** The story of the 100th Infantry Battalion embodies enduring values such as *giri* (obligations), *gaman* (perseverance despite difficulty), and *ganbari* (giving all you have), which are valuable lessons for students.
- **Historical and Societal Impact:** The Battalion, known as the "Purple Heart Battalion" and one of the most decorated U.S. military units, significantly impacted the sociopolitical landscape. Their efforts directly contributed to the desegregation of the U.S. military and the returning veterans helped to shape the modern Hawaii of today.
- **Fostering Inclusivity and Identity:** Studies show that the absence of Asian American narratives in education can lead to feelings of marginalization and a diminished sense of self-worth among Asian American students. Integrating this history will foster a more inclusive educational environment for all students and help them see Asian Americans as integral to the nation's history, rather than outsiders.

For these reasons, I urge you to support SB2687 and help ensure that this important part of Hawai'i and U.S. history is preserved and taught to future generations.

Thank you for your time and consideration.