

四十年有成——记夏威夷中文教育协会

Forty years of service—The Chinese Language Education Association of Hawai'i

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四十年，无论是对于个体而言，还是对于一个组织来说都是不短的时光；而在一个组织之中，四十年还可能意味着很多个体生命的叠加与传承。成立于1977年的夏威夷中文教育协会(The Chinese Language Education Association of Hawaii, 简称CLEAH) 迄今已经四十又二。而它这四十二年所走过的路，“看似寻常最奇崛，成如容易却艰辛”。

Whether for individuals or for organizations, 40 years is no short period of time, and within an organization, many lives and traditions overlap over the course of four decades. The Chinese Language Education Association of Hawai'i (CLEAH) was established in 1977, already 42 years ago now. The road that it has traveled in the past 42 years is at once “commonplace and yet unusual, easy and yet difficult.”

1977年, Joyce H.T. Leung (梁雷庆桃) 是Kawananakoa 中学的中文和历史老师, 这所学校当时是夏威夷唯一一所教授中文的公立中学。Joyce教授的中文项目注册人数越来越多, 但日裔校长Tengan 在学生已经注册的情况下, 单方面突然宣布取消七年级的中文和西班牙语课, 只保留日语课。原因是当年七年级中文和西班牙语学生注册人数有所下降, 虽然西班牙语老师可以留下来教英文, Joyce自己也可以继续教美国历史。但Joyce还是去找校长理论, 却遭到他的斥责。在这种情况下, Joyce向夏威夷州教育委员会寻求如何保留汉语项目的建议。在那一阶段学生和家长都参与其中, 还包括夏威夷其他中文老师。Joyce也向夏威夷州教育委员会提交了申诉请求, 并被列为重大议题审议。在那次会议上, 家长、学生、中文教师和社区成员挤满了会议室和走廊, 当地报纸对此亦有报道。最终夏威夷州教育委员会通过决议, 让罗斯福中学 (Roosevelt School) 的中文老师在这两所学校之间教授中文, Kawananakoa 中学的中文项目因此得以保留。在这个过程中, Tengan 在学校发起了报复和孤立Joyce的运动, 并最终让一个没有教“社会研究”资质的体育老师替代了Joyce的教职。“当时我不知道哪来的勇气。我有三个孩子, 那时还都很小, 那个时期对我来说是非常困难的。后来我做了五年的代课教师, 在不同的学校奔波代课, 直到1984年才在罗斯福中学找到正式教职, 教美国历史与微观/宏观经济学。”说到这些时, Joyce不禁潸然泪下。“我是1953年九岁时从中山来到夏威夷, 当时家里人都对我说要美国化, 但那时正是麦卡锡反

共主义的高峰期，以及1952年《排华法案》被废除之际。所以在这样的政治气候下，在美国长大并不容易，美国化的压力很大。我父母都是农人，我是来夏威夷之后才开始真正接受教育。我每天放学后都去父母开的小饭馆里帮忙，周末也是在那里写作业，非常忙。后来上了夏威夷(玛诺亚)大学历史系，我才慢慢明白我可以一边美国化，一边还保持与中国的联结。我也被中国的文化、哲学、音乐和语言深深吸引，所以我又重新开始读中文书，读中国历史。”

In 1977, Joyce H.T. Leung was a teacher of Chinese and history at Kawanakoa Intermediate School. In her own words, a painful struggle ensued: “I had taught beginning Chinese at Kawanakoa Intermediate School until that year, when the principal unilaterally decided to prevent all incoming 7th graders from taking foreign language classes, even though the students had already completed the registration process. My Chinese enrollment had been growing year to year; however, with the cessation of new enrollment by 7th graders, my student numbers dropped. Based on that reason, Principal Tengan unilaterally eliminated the Spanish and Chinese language programs. Japanese remained because it had sufficient students to still warrant a full teacher position. Spanish and Chinese teacher lines should still have been able to remain at Kawanakoa, as the Spanish teacher also taught English and I also taught US History. I believe that lack of funding was not the reason for the elimination of Spanish and Chinese.

“I first tried to reason with Mr. Tengan, and then sought advice from the District Education office on how the Chinese program could be saved. By then, parents and students were involved. I also presented the case to the District Education Board, which eventually became a huge issue that was deliberated at State Board of Education. Parents, students, educators and community members packed the DOE’s boardroom and squeezed into the hallway at that meeting. Ultimately, the Chinese program at Kawanakoa Intermediate was saved, by having the Chinese teacher at Roosevelt High School travel between these two schools to teach Chinese.

“During this whole process, Mr. Tengan waged a campaign to harass and isolate me. It was very difficult for me as I had a young family with 3 children. Finally, he was able to remove me from Kawanakoa by having a Physical Education teacher, who had been teaching longer than I, and who just that summer had received Social Studies certification, displace me.

Thereafter, I was cast into a 5-year period of teaching whatever was left over at different schools. Not until 1984 was I able settle at Roosevelt High School with a clear teaching line, to build and develop my US History and Micro/Macro Economic curriculum, until my retirement in 2001.” While recounting this history, Joyce burst into tears. “I immigrated from Zhongshan, in Guangdong, arriving in Hawai’i in 1953, at the age of 9, at the height of the anti-Communist frenzy of McCarthyism. The era of the Chinese Exclusion Act had just ended with the passage of the Immigration Act of 1952. Thus, growing up in the US in such a political climate was not easy. There was extreme pressure to Americanize.

“My parents could not help me, as they were peasants with only 1 or 2 years of education. In fact, I myself did not begin my formal education until I arrived in Hawai’i. I was very busy; I helped my parents in their small restaurant every day after school. Ironically, it was at the University of Hawai’i that I came to understand my heritage and its culture, philosophy, music, and of course, language. I realized I could be Americanized and still have a connection with China.”

也是因为这件事情，当时夏威夷九位志同道合的同仁共同成立了夏威夷中文教育协会，他们分别是公立罗斯福中学(Roosevelt School)代课中文教师Joyce H.T. Leung(梁雷庆桃)，私立普纳荷学校(Punahou School)的中文教师Maylani Chang 和Hope Staab，伊奥拉尼学校(Iolani School)的中文教师Tze-yi Chao(赵子仪)，课外补习学校——中山学校(Sun Yat-sen School)的中文教师Wah Duk Young，夏威夷(玛诺亚)大学东亚系中文教师Larry Foster(傅思德)、Ying-che Li(李英哲)、Daniel Tom(谭嘉祥)，以及夏威夷州教育局主管亚洲语言的John Wollstein。协会还得到了夏威夷州教育局6000美元的基金支持，Joyce H.T. Leung(梁雷庆桃)担任了第一任会长。夏威夷中文教育协会纲领是基于夏威夷语言教师协会(Hawaii Association of Language Teachers, 简称HALT)的基础之上，协会发起人普纳荷学校中文教师Maylani Chang的丈夫John Chang是一位律师，他和另一发起人夏威夷(玛诺亚)大学东亚系中文教师Larry Foster(傅思德)一起帮助夏威夷中文教育协会获得了非营利组织的资格认证。

It was during the fight to retain Chinese at Kawanakoa School that nine like-minded Hawai’i educators founded CLEAH. They included Joyce Leung, at the time a substitute teacher

at Roosevelt High; Maylani Chang and Hope Staab of Punahou School; Tze-yi Chao of 'Iolani School; Wah-duck Young of the Sun Yat-sen School; Larry Foster, Ying-che Li and Daniel Tom of the Chinese program at the University of Hawai'i at Mānoa; and John Wollstein, director of foreign languages at the Hawai'i Department of Education (HDOE). CLEAH was given a grant of \$6,000 from the HDOE through John Wollstein, and Joyce Leung served as its first president. The young association was modeled after the Hawai'i Association of Language Teachers (HALT), and two attorneys, John Chang (husband of Punahou teacher Maylani Chang) and Larry Foster (UH), helped it register for non-profit status.

据葛力克(Clarence E. Glick)《夏威夷的华裔移民》一书所记,绝大多数中国移民是在十九世纪下半叶漂洋过海来到夏威夷,在当地甘蔗园做“契约工”,或在早期华人的稻米农场做“自由工”。他们中绝大多数人来自于广东中山。当合同到期后有一半的人选择寓居于此,从“过客”变成了“新客”,在唐人街等地开办商铺企业。由于文化传统、生活习惯还能在一定范围和群体中保持,所以他们也有继续学习文化和语言的诉求。夏威夷的华文补习学校——明伦学校(Mun Lun School)、中山学校(Sun Yat-sen School)招收的都是这些中国移民或其子弟,这些学校专门开设有文言文、中国历史、中国功夫等课程,一般用粤语或中山方言授课。明伦学校1936年学生人数达1348人,教员33名,成为当时北美最大的一所华文学校。1911年孙中山先生提议创办的中山学校(原名为Wah Mun School)则是美国第一所教授普通话的学校。但二战、中国内战使得夏威夷华文教育开始走向式微。自1949年以后很长时间内,“冷战”政策主导美国政坛,“赤色中国”人人忌惮,语言也因为政治和文化的隔离被人为地附着上“色彩”。夏威夷虽然是海外华人与当地社会融入度最高的地方,但由于复杂的政治和历史原因,华文教育、特别是普通话教育发展缓慢,明伦学校和中山学校还是以教授广东话为主,只有夏威夷(玛诺亚)大学东亚系、私立学校伊奥拉尼学校和普纳荷学校有普通话课程,开设中文课的公立学校更是屈指可数。所以1977年夏威夷中文教育协会的成立就如同一条红线,将有限的汉语教学资源 and 从教人员联结在一起。

Clarence E. Glick's *Chinese immigrants to Hawaii* (1985) notes that the vast majority of Chinese immigrants crossed the ocean to Hawai'i in the second half of the 19th century, to work as contract laborers in local sugarcane fields or do piece work on early Chinese rice farms. Most of them were from Zhongshan, Guangdong. When their contracts expired, half of them chose to remain, turning from "visitors passing through" to "new arrivals", who started businesses in

Chinatown and elsewhere. Given enough of a critical mass, there is an impetus to maintain cultural traditions and living habits, so the immigrants sought to continue their language and cultural education. The Chinese language schools in Hawai'i—Mun Lun School and Sun Yat-sen School—recruited both these Chinese immigrants and their children. They offered courses in classical Chinese, Chinese history, Chinese martial arts and the like, that were generally taught in Cantonese or the Zhongshan dialect. Mun Lun School had 1,348 students and 33 faculty members in 1936, making it the largest Chinese language school in North America at that time. The Sun Yat-Sen School (Chungshan School; formerly Wah Mun School), proposed by Sun Yat-sen in 1911, was the first school to teach Mandarin in the United States. But World War II and the Chinese Civil War brought a decline in Hawai'i's Chinese education. For a long time after 1949, "Cold War" policies dominated American politics, everyone feared "Red China", and language came to be artificially "colored" as well because of tendencies towards political and cultural isolation. Although the Chinese of Hawai'i are reputed to have the highest degree of integration into the local community (among overseas Chinese), Chinese language education, especially Mandarin education, has developed slowly in Hawai'i, due to a multiplicity of social and political reasons. Mun Lun School and Chungshan School at the time still mainly taught Cantonese. Mandarin instruction was only available in the East Asian Department of the University of Hawai'i at Mānoa, private schools such as 'Iolani and Punahou, and very few public schools. Therefore, the establishment of CLEAH in 1977 was like a lifeline, connecting limited Chinese teaching resources with teaching staff.

从成立之初, 夏威夷中文教育协会就以中文推广活动为最重要的宗旨。其中比较重大的事件有: 从1978年起夏威夷中文教育协会参加了夏威夷语言教师协会在Kapiolani 公园组织的世界语言博览会 (World Language Fair)。1979至1980年卡特总统的国家外语委员在《美国外语情况调查报告》中特别提及了夏威夷中文教育协会所做的工作。八十年代, 夏威夷中文教育协会与Oceanic Cablevision合作制件了四期类似著名的儿童教育电视节目 Sesame Street (芝麻街) 风格的中文教学视频节目, 名为Cracked Seed Mix, 在该电视台的社区频道和学校播出。从1986至2018年, 夏威夷中文教育协会已经举办十八届“中国语言文化节”, 主办学校一般是会员所在学校, 文化节在周日举办, 为参加活动的夏威夷学习中文的中小學生提供各种丰富有趣的汉语文化游戏, 激发大家学习汉语的热情与兴趣。此外,

夏威夷中文教育协会每年还有例行会议，定期发布协会新闻通讯，还建立了自己的网站 (cleah.org)，为夏威夷汉语教师提供各类教学、职位等资讯信息。

Since its inception, the mission of CLEAH has been to promote the teaching and learning of Chinese. Among the more important events in its history: Beginning in 1978, CLEAH participated in the World Language Fair in Kapiolani Park, for as long as these were being organized by the Hawai'i Language Teachers Association. In 1979, President Carter's National Foreign Languages Committee specifically mentioned the work done by CLEAH in the "Investigative Report on Foreign Languages in the United States." In the 1980s, CLEAH and Oceanic Cablevision collaborated to produce four Chinese teaching video segments similar to the famous children's educational TV program *Sesame Street*, called *Cracked Seed Mix*, that were broadcast on the station's community channel in schools. From 1986 to 2018, CLEAH has held 18 Chinese Language and Culture Festivals, generally hosted by the home institution of a member. The festival is held on Sundays and provides various culture-learning activities for participating Hawaiian primary and middle school Chinese language students. A variety of interesting Chinese cultural games are designed to stimulate enthusiasm and interest in learning Chinese. In addition, CLEAH holds regular meetings, publishes an occasional newsletter, and established a website (cleah.org) to provide information about and for Hawai'i's Chinese teachers.

2006年，夏威夷(玛诺亚)大学与北京外国语大学共同成立了夏威夷(玛诺亚)大学孔子学院后，夏威夷中文教育协会与夏大孔院深度合作，协助夏大孔院举办夏威夷学生中文听写大赛、中文演讲大赛、书法比赛等。至2019年，中文演讲大赛已经举办过七届，中文听写大赛举办过四届，学生参赛人数不断突破新高，学生汉语水平也在逐年提高，这些已经成为夏威夷中文学生最重要的赛事。

In 2006, after the University of Hawai'i at Mānoa (UHM) and the Beijing Foreign Studies University jointly established the Confucius Institute at the University of Hawai'i at Mānoa (CI-UHM), CLEAH helped the CI-UHM organize Chinese dictation contests, speech contests, calligraphy contests, etc. As of 2019, the Chinese Speech Contest has been held seven times, and the Chinese Dictation Contest four times. The number of student contestants continues to

break new highs, and the Chinese proficiency levels of the students is also improving year by year. These have become important events for Chinese students in Hawai'i.

为了促进汉语教师的个人发展,在夏大孔院的协助下,夏威夷中文教育协会还举办教师发展工作坊。2007年和2016年在夏威夷(玛诺亚)大学举办过两次教师发展工作坊,组织者分别是陈珊和姜松。陈珊任职于夏威夷学习中心,2009至2012年担任协会会长。姜松任教于夏威夷(玛诺亚)大学东亚系,2012至2017年担任协会会长。2016年的工作坊共有17名会员参加,大家分别介绍了自己所在学校中文教育的情况,其中包括学生与教师人数、使用教材、课程级别,以及在课堂上开展的相关文化活动类别,对夏威夷中文教学的基本情况进行了一次介绍与调查。2019年2月17日在现任会长任友梅的组织下,协会在夏威夷亚太国际学校(Asia Pacific International School Hawaii)举办了2019年中文教学工作坊,共有25位会员参加了活动。会上大家分享了各类教学软件和各种教学方法,还进行中医、泥塑、麻将等文化教学资源共建,并决定工作坊以后每年举办一次。

In order to promote professional development for Chinese teachers, CLEAH also organized teacher-training workshops with the assistance of the CI-UHM. Two teacher development workshops were held at UHM, one in 2007 and the second in 2016, organized by Chen Shan (CLEAH president 2009–2012) and Jiang Song (CLEAH president 2012–2017). A total of 17 members participated in the 2016 workshop. Each discussed the Chinese classes offered in their schools, including details about numbers of students and teachers, which textbooks were used at which course levels, and what related cultural activities were enjoyed. On February 17, 2019, the Association held another Chinese Teaching Workshop at the Asia Pacific International School Hawaii, organized by current president Cyndy Ning. A total of 25 members participated. A number of teachers shared information about favorite teaching software and classroom activities, and co-constructed cultural teaching resources such as exploring Chinese medicine, sculpting with clay, and playing mahjong. They decided to hold similar workshops once a year in the future.

截止到2019年2月,夏威夷中文教育协会共有129位注册会员,他们分布在夏威夷大中小学40多个教学机构,是夏威夷汉语教学的中坚力量。从1978年到现在,协会共有21任会长,现任会长是夏威夷(玛诺亚)大学中国研究中心副主任、夏大孔院美方院长Cynthia Ning(任友梅),副会长是普纳荷学校中文教师Lisa Asakura(朝仓雪美),秘书长和司库分别

是伊奥拉尼学校中文教师Rebecca Lin(林皑如)、Ivy Hou(侯淡雯)。会员会费每年15美元，终身会员会费为150美元。

As of February, 2019, there are 129 registered members in CLEAH. They are distributed in more than 40 teaching elementary through post-secondary institutions in Hawaii, and are the backbone of Chinese teaching in Hawai'i. From 1978 to the present, the association has had a total of 21 presidents. The current president is Cynthia Ning, associate director of the Center for Chinese Studies at UHM and local director of the CI-UHM; the vice president is Punahou School Chinese teacher Lisa Asakura, and the secretary and the treasurer are Rebecca Lin and Ivy Hou respectively, both of 'Iolani School. The membership fee is US\$15 per year, and lifetime membership is US\$150.

四十二年前，中美两国还没有建交，夏威夷中文教育协会在成立之初是否会担心语言之外的一些不确定因素？协会发起人Daniel Tom(谭嘉祥)谈到，“因为夏威夷独特的地理位置和历史原因，是一个各种族、族裔高度融合的地区。而华人在这里又有二百多年的生存发展史。所以当时虽然中美还没有建交，但是我们最初的发起人都认同学习中文对夏威夷学生的重要性，而不仅仅只是华裔子弟。大家都预见这两个国家以后会有越来越多的往来。”回首往事，Joyce动情地说，“虽然我本人的生活在那次抗争中受到了影响，但面对同样的情况，我会不会愿意发起并再次引领这样的抗争？我想我是愿意的，因为我相信每个人都应该有机会了解自己的文化遗产，通过语言来了解其文化，会促进国际之间的理解 and 世界和平。”

Forty-two years ago, the U.S. and China had not yet established diplomatic relations. At the time CLEAH was being formed, would there have been concerns about issues beyond language teaching? One of the association's co-founders, Daniel Tom, reflects: "Because of Hawai'i's unique location and history, the state is a blend of many ethnicities. And the Chinese had already lived and flourished here for over 100 years. So even though at the time the U.S. had not yet established diplomatic relations with China, the founders believed that learning Chinese was important for all Hawaiian students, not just those of Chinese heritage, since we all realized that there would one day be more and more interchange between the two nations." Looking to the past, Joyce said with passion, "Although my life changed in that fight, if I were faced again with similar circumstances, would I be willing yet again to initiate and lead the

struggle? I think I would. Because I believe that everyone should have the opportunity to get to know their cultural heritage, and come to understand their own culture through language, which facilitates international understanding and world peace.”

当年那小小的种子如今已经结成果实，而未来的发展仍然“路漫漫其修远”。夏威夷中文教育协会现任会长任友梅在接受采访时谈到，协会将在如何吸纳更多的公立中小学汉语教师入会，如何激发更多的活跃会员参与活动，以及如何让越来越多学习中文的学生受益等各个方面继续探索。

The seeds planted then have borne fruit, and the future stretches “long and far-reaching” before us. The current president of CLEAH, Cyndy Ning, believes that the association must continue to explore how to best recruit more Chinese pre-K—20 teachers, motivate current members to take on increasingly active roles, and be of greater service to larger and larger numbers of learners of Chinese.