OHA Chairperson Haunani Apoliona delivers the seventh annual State of OHA address to a gathering of Hawaiian leaders and guests at St. Andrew’s Cathedral. Photo: Blaine Fergerstrom

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Januari (January) 2010 | Vol. 27, No. 1
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Charter schools still doing more with less

By T. Ilaha Gronson
Publications Editor

A decade since the first charter schools in Hawai‘i opened their doors, the quasi-independent student-centered public schools are still doing more with less.

“The biggest difference between running a charter school and a traditional school is the lack of financial stability,” said David Rizor, educational director of the Volcano School of Arts & Sciences on Hawai‘i. Founded in 2001, VSAS is a school of 162 students in grades K-8, of which about 30 percent are Native Hawaiian.

Rizor explained that while a traditional school’s funding is “pretty certain early” in the school year, a charter school’s funding is unpredictable. There are three dates in the year that have major implications on charter school funding. In May, the state Legislature decides its allocation to charter schools. In July, the governor releases the money – sometimes with changes, as happened in 2009 when Gov. Linda Lingle took a substantial cut from the charters’ allocation. And Oct. 15 is the official student count day, from which each charter school’s funding is allocated based on a certain amount per pupil.

This school year’s charter school allocation of $6,243.21 per student – $5,758 from the state and an additional $485.21 in federal stimulus funds – is down from last year’s $7,590, and continues a downward trend from a high of $8,149 in school year 2007-2008. Contrast this with the per-pupil allocation to a traditional state Department of Education school of about $11,000 in the current school year. “The charter schools have never had equitable funding,” Rizor said. “This is a critical year for the Legislature to decide where they’re going with charter schools.”

The next legislative session begins Jan. 20. “The situation for charter schools was really improving, then over the past several years it’s been declining,” Rizor said. “The funding is problematical.”

The per-pupil allocation for charter schools comprises all the money that the schools receive from the DOE; there is no additional funding for specific facilities or mandates. Many of the charter schools make do with makeshift facilities – VSAS, for example, conducts classes in a mix of repurposed quarter lots and tents. Until the completion of their new building at Ka‘ahale ‘Owī O Pu‘ukākā, Waimea’s Kumu O Ka ‘Awa was holding its classes fairly well in shipping containers more on that later.

State Sen. Norman Sakamoto, chairman of the Senate Education Committee, said the precise amount that charter schools receive per pupil is debatable, and that all parties should agree on what that amount is before the legislative session begins. “Charter schools don’t feel they’ve been fairly funded, and we’re working with other parties to clarify what equitable funding is,” said Sakamoto (D-Salt Lake-Foster Village).

Sakamoto said that the monies are budgeted as a fixed amount during the legislative process, so it’s too early to say how much the charter schools – or any school, for that matter – will receive per pupil next year. “If you figure a number and then you get more students, the amount per pupil goes down,” he said. “It’s a moving target.”

“Going forward, we’ll like to get everybody on the same page. People in the charter school community are working on it.”

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OHA receives grant to build tech-based education

By Liza Simon
Public Affairs Specialist

C

oming soon to rural island enclaves: Tools of technol-

ogy will boost earning and learning power on turf that is

home to large concentrations of Native Hawaiians.

With support from a $453,131 grant from the U.S. Department of Agriculture (USDA), OHA will serve as the hub of that technology that links 15 rural sites, including public schools, charter schools, Hawaiian Home Land communities and other locations for academic courses, health education, job-read-

iness training and Native Hawaiian cultural literacy.

OHA is also working on getting additional grant funding to add the state Department of Hawaiian Home Lands as a hub.

The USDA in November announced its support to OHA, which provided 30 percent in matching funds. OHA will use the grant to buy and install video-conferencing equipment that will comprise the new Native Hawaiian Education and Employment Network.

OHA’s Peter Hanohano, who wrote the grant application, said the new network will target the well-
documented link between poverty and low educational achievement in the state’s rural com-

munities.

Hanohano said the crisis in education for rural Native Hawaiians has worsened, as the reserva-
tions take on a toll at the state budget. U.S. census data, which OHA used to qualify for the grant, showed that Hawai’i’s rural communities, where Native Hawaiians are concentrated, are underserved by access to quality education and job training. Hano-
hano said the problem begins in the early school grades and sets the stage for less wage-earning power across the life span.

“In the past, someone from a remote area like Hāna has had to make the choice: do I stay home and help the family or do I look for some way to get away and try to get a higher education? Because of affordability, the answer is usually to stay home,” said Hanohano, adding that the design is so that rural Native Hawaiians will no longer face this difficult choice.

Hanohano said another advantage of the network is that it will allow rural Native Hawaiian communi-
dties to integrate knowledge and values into their curriculum. “Many Hawaiians are thinking sub-
conssciously that the college-bound path is like a foreign system,” said Hanohano, OHA’s educa-
tion advocate for K-12.

“So the question is, What do we give up spiritually, culturally and emotion-
ally when we walk into our mainstream schools and compete within that system? The technology is a viable way of building on our own system suited to indigenous learning styles and self-sustainability.”

A former public defender, Hano-
hano said that after switching his own career path to education, he

began serving at OHA and has a further

Hanohano said the man’s story should encourage others skilled in all necessary subject areas such as “calculus,” he said. “So now that course can be delivered via video-conferencing with another private or public school.”

The equipment is interactive and allows the site partners to produce content unique to their communities for others to learn from. “I would love for some of our Native Hawai-
ian-focused charter schools to take the cameras out to the ke’i and fish-
ponds and share what we have with the world,” Hanohano said. “Hawai’i is a small place, but we have so much to give the world in education and this (new network) will help.”

The main took community col-
lege placement tests and scored high enough to enter college-level English classes. He received his associate’s degree, continues to work toward his bachelor’s degree and is gainfully employed in a job that serves the Hawaiian commu-
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Kau Inoa goes global

By Capsun M. Poe, Policy Advocate

In 2009, 5,877 Native Hawaiians signed up for the Kau Inoa Registration at 60 events held in Hawai’i and on the U.S. continent, bringing the total registration count to 108,118 as of the end of November. Over the past few months we have included photos in this column of several Kau Inoa Registration events.

But over the years, the Kau Inoa Registration has also reached out to register Hawaiians residing beyond the shores of the United States. The photos included here are of Hawaiians registered in Kau Inoa who live across the world: (1) Gustave Kahipa Sproat Jr. living in Savern, France, (2) Ermita Farm Sand and her family in Oslo, Norway, and (3) Billy Olds. 

During 2009, OHA stepped up its social media outreach. We have more fully developed our microblogging service (twitter.com/kauinoa) in efforts to disseminate more accurate and timely information regarding critical issues of the governance arena. Both services are interactive allowing OHA to know “what’s on your mind” and to answer your questions.

Expanding our network: Community Consultation Network

By Capsun M. Poe, Policy Advocate

A s we gather with our families and friends for the holidays, it is the perfect time to remind people of another gathering with a purpose. OHA launched its Community Consultation Network (CCN) video conferencing in October 2008 with more than 300 attendees at the Association of Hawaiian Civic Clubs Annual Convention on Kaua‘i. This year alone, numerous CCN video conferences have been held, connecting OHA with Hawaiians in Indiana, Utah, Tennessee and even as far away as the Washington, D.C., area and New York City.

A CCN video conference is intended to “talk story” with smaller groups (a family, a club, a hula hālau) within the comfort of their home, classroom or meeting room. The CCN video conferences usually run for an hour or so. OHA will ship the computer equipment to you for the meeting and provides for the return shipping usually run for an hour or so. OHA will ship the computer equipment to you for the meeting and provides for the return shipping. The CCN video conferences are interactive allowing OHA to know “what’s on your mind” and to answer your questions.

A Tale of Two Registries: Kau Inoa and OHA’s Hawaiian Registry Program

By Capsun M. Poe, Policy Advocate

S ometimes people are confused about the difference between Kau Inoa and OHA’s Hawaiian Registry Program (HRP). If you received a red registration card with a photo, that is for HRP. Kau Inoa does not issue a card, but if you received a Kau Inoa T-shirt for registering, you have signed up for Kau Inoa. The Kau Inoa form offers four options to verify your Hawaiian ancestry. The first allows you to declare your Hawaiian ancestry by stating you have previously submitted your ancestry verification documents and are verified by either the Department of Hawaiian Home Lands, the HRP at OHA, or the Kamehameha Schools Ho‘oulu Hawaiian Data Center. If you are already registered in Kau Inoa and want to register in HRP, please contact HRP staff at 594-1914 or toll-free at 1-800-366-1758 for more information. If you are already registered in HRP and want to register in Kau Inoa, please contact John Rosa at 594-1902 or toll-free at 1-800-366-1758 for more information.

Information on both programs is also available online for: Kau Inoa, please visit kauinoa.org/info.php; for HRP please visit oha.org and click on “OHA Hawaiian Registry” from the choices on the left part of the screen.

The stone image

By Claire Ka‘eleiula Hughes, Dr. Ph.D.

T here was a man who lived on the Lee ward Coast of O‘ahu during the time of Kalani‘ahi’s rule. This man had a reputation for being lazy and without belief in the gods. One night the man dreamed of a stone image that talked to him. The stone image asked the man to come and get him out of the cold night. The stone talked to the man exactly where to find him, high upon a mountain ridge. The man awoke to the realization that he had been dreaming. He didn’t think that a stone could speak, so the man went back to sleep. The image reappeared in the man’s dreams and asked to be rescued. The man woke and immediately went in search of the stone. He found the stone in the exact location described in his dreams. The man carried the stone image home and he cleaned it and kept it. The next night the man, once again, dreamed that the stone spoke to him. The stone revealed that a school of fish would arrive at the shore nearby. The man had to get nets and a canoe and to go and catch the fish. But, the man had neither nets nor canoe. So the man decided to go to the konohiki of the land to ask for help. He told the konohiki there would be fish at the shore, but he had no nets or canoe to catch the fish. The konohiki gathered nets and canoes and went out into the ocean to catch the fish. The catch was huge. People from ‘Ewa, Wai‘anae, Nānākuli and Waialua, all came for fish. There was so much fish that some spoiled and became very smelly on the beach. Fish kept coming to the same place for many days. The supply of fish seemed inexhaustible.

As instructed in his dreams, the keeper of the stone image took the first fish that was caught and offered it to the stone image. The man brought the stone the first fish from each subsequent catch, as well. The man became a favorite of the konohiki, who rewarded the man with property, fish nets, canoes and land. This was more wealth than the man had ever seen before. The konohiki continued to care for the man and they shared great wealth together for a long time.

Men who lived in ‘Ewa who were keepers of gods heard about the man and his stone with great power. These men came from ‘Ewa and stole the man’s stone. Again, the spirit of the stone appeared in a dream to reveal his hiding place. The man retrieved his stone from that place and kept it safe. (This mo‘olelo was written by David Kalakaua.)

This mo‘olelo demonstrates how inappropriately it is to judge the value of another person. The man indicated his stone had spiritual value. And, he demonstrated honor, obedience and responsibility to his ‘aumakua. The man’s respectful approach to his konohiki yielded cooperation and respect from that superior. The man’s obedience, responsibility and generosity were richly rewarded with respect, wealth and protection for the rest of his days.
School honors late kumu

By Lisa Asato
Public Information Specialist

The afternoon ceremony on Dec. 15 in the school’s Hawaiian garden was notable for what it wasn’t. It wasn’t full of larger-than-life platitudes; just honest to goodness It wasn’t of larger-than-life was notable for what it wasn’t. The family, watching the students from the garden below, wore their happiness, sadness, love and gratitude in their expressions.

Kumu’s older brother, H. Wailana Kamauu Jr., thanked the crowd on behalf of the family. “We are honored and humbled by your expression of love and appreciation of my brother Poni,” he said. “Makalo for honoring a member of our family who happens to be your family as well.” First graders then approached the family en masse, hugging them individually and by groups.

Kumu Poni grew up in Papakōlea, Oahu, the second of six children. He graduated from Roosevelt High School and attended Church College of Hawai‘i, later known as Brigham Young University-Hawai‘i. Wailana, said, adding that his brother had taught in Mexico City during a short visit in October and the people were so touched by him that they held a memorial service in his honor. His presence and musical talent was filled to capacity at the Tabernacle Memorial on Berea Street, he said, estimating that more than 600 people attended. The family is setting up a Hawaiian studies scholarship in his brother’s name at BYU-Hawai‘i, he said.

Leaving the school’s ceremony, Lyail Reil-Akana, president of the PTA, said through teary eyes: “Everybody loved kumu. He showed kindness and love to all the children.” Her son, Baylee Akana, a fourth grader, had earlier presented to kumu’s family a koa-framed photo of Kumu Poni that recalled the dates of his tenure at the Homolūlulu school. “Aloha Kumu Poni, August 2004 to October 2009.”

Kumu Poni died Oct. 26. He was 56.

Above: Lahaina Elementary honoring its beloved Hawaiian studies teacher, Kumu Poni Kamauu, in photo, at center, who died in October. Pictured from left are: Kumu Paul Hanohohono, who is continuing the tradition, Kamauu’s sister Macey Hoakalei Hina Kamauu, principal Christin Small, former school kumu Kehedina Keali, Kamauu’s niece, Kala, older brother H. Wailana Kamauu Jr. and nephew Kamaloha. - Photo: Lisa Asato

The Lahaina Culture and Heritage Center is home to the island’s rich cultural legacy, including a Hawaiian collection. An opening is planned for Jan. 16. – Photo: Courtesy of Kepa Maly

By Keaka Maly

In 1987, members of Lāna‘i’s community, concerned that changes on Lāna‘i would lead to the loss of cultural identity, historical resources and Lāna‘i’s unique life-style, formed agreements with Castle & Cooke, the Trustees of the Office of Hawaiian Affairs and the state Department of Land and Natural Resources Historic Preservation Division, which included the development of a community museum/heritage program. Initial work on museum and cultural awareness programs began shortly after the 1987 agreements. The Lāna‘i Culture and Heritage Center (Lāna‘i CHC) opened as a community nonprofit entity on Oct. 1, 2007. Since opening, we have hosted more than 11,000 Lāna‘i residents and visitors in programs of the heritage center.

In 2008, recognizing the importance of the heritage program on Lāna‘i, Collette Machado and fellow Trustees of the Office of Hawaiian Affairs provided the Lāna‘i CHC with a generous loan from Bishop Museum to support planning, design and construction of a larger facility to house and share Lāna‘i’s rich cultural legacy and care for the growing collections.

The community vision of opening a quality facility in which to share Lāna‘i’s history and culture for a diverse collection of artifacts and historical resources has come to life. We invite you to join us at the front of the old Dole Administration Building on Jan. 16, 2010, at noon, to celebrate the opening of the new Lāna‘i CHC exhibits and archives. The celebration will start off with a blessing and be followed by tours of the new facilities; Hawaiian, Filipino and Japanese folk music and dances; and a taste of foods from Lāna‘i’s community. We will also dedicate the new Kapi‘a’s Interpretive Trail along the leeward coast of Lāna‘i as a part of the day’s events. Kapi‘a is an ancient village site set aside as a preservation area. A rich interpretive experience has been created at the site, with funding from the Hawai‘i Tourism Authority/County of Maui, Lāna‘i’s Archaeological Committee, Hal Hammatt and Cultural Surveys Hawai‘i, and the Lāna‘i CHC.

By Lisa Asato
Public Information Specialist

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In 1987, members of Lāna‘i’s community, concerned that changes on Lāna‘i would lead to the loss of cultural identity, historical resources and Lāna‘i’s unique life-style, formed agreements with Castle & Cooke, the Trustees of the Office of Hawaiian Affairs and the state Department of Land and Natural Resources Historic Preservation Division, which included the development of a community museum/heritage program. Initial work on museum and cultural awareness programs began shortly after the 1987 agreements. The Lāna‘i Culture and Heritage Center (Lāna‘i CHC) opened as a community nonprofit entity on Oct. 1, 2007. Since opening, we have hosted more than 11,000 Lāna‘i residents and visitors in programs of the heritage center.

In 2008, recognizing the importance of the heritage program on Lāna‘i, Collette Machado and fellow Trustees of the Office of Hawaiian Affairs provided the Lāna‘i CHC with a generous loan from Bishop Museum to support planning, design and construction of a larger facility to house and share Lāna‘i’s rich cultural legacy and care for the growing collections.

The community vision of opening a quality facility in which to share Lāna‘i’s history and culture for a diverse collection of artifacts and historical resources has come to life. We invite you to join us at the front of the old Dole Administration Building on Jan. 16, 2010, at noon, to celebrate the opening of the new Lāna‘i CHC exhibits and archives. The celebration will start off with a blessing and be followed by tours of the new facilities; Hawaiian, Filipino and Japanese folk music and dances; and a taste of foods from Lāna‘i’s community. We will also dedicate the new Kapi‘a’s Interpretive Trail along the leeward coast of Lāna‘i as a part of the day’s events. Kapi‘a is an ancient village site set aside as a preservation area. A rich interpretive experience has been created at the site, with funding from the Hawai‘i Tourism Authority/County of Maui, Lāna‘i’s Archaeological Committee, Hal Hammatt and Cultural Surveys Hawai‘i, and the Lāna‘i CHC.
Free program helps keiki and parents learn together

By Lisa Asato
Public Information Specialist

When mother Lisa Pakelé first heard about the Keiki Steps program, two things attracted her to sign up her third child, Dillon, who was then 3 years old.

“The main reason I signed up was because it was free, and it provided me an opportunity to go with my child to a program and participate in his learning experiences,” said Pakelé, who is now program director of Keiki Steps and whose son is now in junior high.

The preschool program, which caters primarily to Native Hawaiian children up to age 5, helped him develop social skills, such as sharing, and prepared him for kindergarten, said Pakelé. “He was able to transition easily into the classroom setting,” she said. “He knew about rules and routines and was able to follow directions.”

With her fourth child, a daughter, Pakelé tried another preschool program but missed being able to engage in the activities with her. With Keiki Steps, Pakelé went on field trips, learned alongside Dillon and attended parent workshops about the normal growth, progress and development of children at each age. Before Keiki Steps, she said, she and Dillon would do some activities together, but “we were home all the time … just me and him.”

“As a parent, you have to constantly think of things to do with your child,” she said. “The program was able to provide those experiences for my child and for me to participate with him.”

The free program runs four days a week, three hours a day. Enrollment is open year-round for Keiki Steps, which is offered at 13 sites on three islands. Eight are on the Lee- ward Coast of O‘ahu, four on Hawaii‘i Island and one on Moloka‘i.

The newest site is at the Ulu Ke Kukui transitional shelter in Mā‘ili, O‘ahu.

INPEACE has also added “outdoor classrooms” in the form of gardens at its sites at Nānākuli Elementary School and Kame‘ālei Academy, where parents and keiki learn about the value of Native Hawaiian plants and help in planting and harvesting. “Families now know how to take that knowledge and create their own gardens at home with Hawaiian plants,” said Pakelé, adding, “so we’re able to bring back Hawaiian knowledge and practices into the home, which is really just perpetuating our values, culture and traditions.”

Keiki Steps is a program of INPEACE, or Institute for Native Pacific Education and Culture, which is a Native Hawaiian early childhood and workforce development agency that serves communities with high concentrations of Native Hawaiians. INPEACE focuses on three areas: early childhood, higher education and leadership development. In addition to offering programs, it also hires and trains community members to staff its programs.

Pakelé said that training comes through workshops, classes and college courses to help staff “teach their educational goals.”

“We pay for the courses and we provide work time — which is a huge key,” she said. “We provide them four hours a week to attend their college courses and do their homework. We’ve had 23 staff that have gone through our professional-development program and received their child development associate’s degree, a minimum qualification to teach in a Hawai‘i center. That is a huge component of our program.”

Pakelé, who worked her way up the ranks to become program director at Keiki Steps, also benefitted from the program’s continuing education for staff. She said that kind of investment in people benefits the students, parents and staff, and in turn “builds stronger communities.”

Keiki Steps partners with the state Department of Education, Kamehameha Schools and Ali‘i Lake Inc. on its early learning programs. INPEACE also offers a free summer program, Keiki Steps to Kindergarten, a two- to three-week program funded by Kamehameha Schools that works to prepare youngsters for kindergarten.

For information, visit inpeace-hawaii.org or call 620-9043 to register.

Growing sustainable education

Unda Akia Odachi demonstrates proper kalo planting technique to Volcano School of Arts and Sciences student Logan Mochizuki of Na‘alehu. - Photo: T. Alia Gionson

By T. Alia Gionson
Publications Editor

n dirty, muddy patches big and small across Hawai‘i, learning experiences taking root outside the classroom are growing students’ minds and having positive impacts inside the classroom. Students of all ages are applying abstract book work into concrete experiences and sometimes muddy — applications in farming enterprises, and vice versa.

At Jeno Enocencio’s Kailalani Ranch and Victory Gardens just a hop, skip and jump from bustling downtown Hilo, students from Hilo High School’s Lanakila Learning Center work on sustainable agriculture and animal husbandry projects several days a week.

The Lanakila students’ current projects include planter boxes with herbs and tomatoes — the fruits of which compliment their culinary arts program back at school — and eco-friendly weed control, in addition to animal husbandry. Students bring in their own experiences — one, for example, demonstrated the best way to hold a rooster while cutting its spurs — and learn from each other.

The students break a sweat to be sure, but they’re building mental muscle too. Feeding the rabbits turns into a botany lesson on grasses. Refilling the chickens’ water turns into a physics lesson on gravity and air pressure. And teacher Wendy Hamane says that the lessons learned in the field are translating to the abstract concepts teachers teach their students at school — such as Native Hawaiian, as teachers are keeping up with their peers on standardized testing. Out of last year’s gang of sophomores, all met the standards, and 20 percent exceeded them.

The group agreed that books couldn’t teach the kinds of things they learn in the field. They prefer learning their lessons hands on — it’s a lot easier to do and remember later.

“You always wonder whether or not nontraditional curriculum … will translate to a standardized test,” said Hamane, who has won several awards for her creative approaches to education. Lanakila provides an alternative setting to students who had difficulties in Hilo High’s traditional education program. “I was happy to see that they were competing equally with kids at Hilo High,” she said.

Meanwhile, in chilly Volcano, keiki from the Volcano School of Arts and Sciences visit ‘Io loa at a nearby church at least once a week. Volunteer Mike Adachi guides the students as they tend to varieties of dryland kalo grown in several small ‘Io loa surrounding one of the church’s buildings.

Tim Fitzpatrick, the middle school science teacher at the school of 162 students, is the enthusiastic leader of the initiative. Through the ‘Io’s, he teaches sustainable resourcefulness.

“When you give these kids the ability to grow kalo or grow vegetables, that’s a huge success,” Fitzpatrick said. “They also learn to make do with the resources they have — our soil is very cindery, so they add charcoal, it leaves and hapu‘u fronds. They get really resourceful.”

“Speaking of resourcefulness, Fitzpatrick conducts his ‘Io days with no funds. The school allows him the use of the vans, neighbors in the Volcano area contribute soil and parents and volunteers provide guidance. “Charter schools aren’t the best funded of all schools, but our school has been very supportive of what we’re doing here,” Fitzpatrick said. “They encourage the heck out of it.”

“I don’t consider it work,” he said. “When the teachers are excited, that trickles down to the kids and we feed off each other.”
**Census in Hawai‘i: What will your “stone” look like?**

By Mo‘oni Imakaua Fernandez

This month we’ll review the successful and creative accomplishments that exemplify census taking by ‘Umia-Liloa. Often referred to as “ ‘Umia” born in Waipi‘o Valley on the island of Hawai‘i, his reign during the 1500s set a high standard of achievement in many areas of his personal development leading to governance. ‘Umia’s life preceded Kamehameha’s birth (1758) by more than two centuries.

As a commoner, he never forgot his humble roots. He relied on acquired survival skills, observations, and familiarity of his environment, acceptance of strategic advice to become victorious in battle, and proficiency in order to emerge a leader in spite of multiple obstacles. Physical examples of his legacy are still seen today throughout the uplands and between the slopes of Maua Loa and Haalalai. Ahu a ‘Umia, or Plain of Number, is often referred to as “ ‘Umia born out the uplands and between the districts that he governed.”

This census is unique because it’s not only provided and protected his people, and provided for future generations. Hawaiians used to come together to count the population. This census is likely to benefit in the same way that ‘Umia provided for the population during his reign. The Census 2010 survey is a representation of each person just as ‘Umia’s request for each person to bring a stone. Take it from ‘Umia, Niu ke kuleana!

“Having a child in the Hawaiian immersion program is a lifetime commitment—worth every moment!”

— Mo‘oni Imakaua Fernandez, is the director of the Data and Information/Census Information Center at Papa Ola Lokahi, a Native Hawaiian health nonprofit. Shannon K.K. Lincoln, MBA, Hawai‘i’s Island, contributed editing. This is the third in a series on the history of census in Hawaiian, leading up to Census 2010.

**CHARTER SCHOOLS**

**Continued from page 03**

in leadership positions often end up doing whatever is necessary for the schools to function smoothly. “I do everything from meeting with the school board to plumping toilets,” Rizor said.

In the case of the Hawaiian culture and language-based charter schools, some help comes from Kamehameha Schools and the Office of Hawaiian Affairs. Seventeen of Hawai‘i’s 31 charter schools are focused on Hawaiian culture or language instruction. Hawaiians and non-Hawaiians alike were able to help create the charters.

Kamehameha Schools’ Ho‘olako Like program has provided charter schools with supplemental services and supplemental funding of $1,500 per pupil. The services include leadership development, staff and faculty professional development, models of “best practices” curriculum, materials and teaching methods, parent, community and local school board development, and advocacy.

But for the multidimensional challenges, charter schools reap a great reward: independence. Rather than coming under the direct oversight of the state Board of Education, charter schools are each governed by a local school board that sets policy, approves the school’s budget and hires the school director. “The neat thing about the charter school boards is that they are stakeholder boards,” explained VSAS’s Rizor. “They are community members, teachers, staff, students and parents.”

“Having this inclusive model makes us much more responsive to community wants and needs,” Rizor said. “They pay attention to the school, and boy do we hear about it if they aren’t happy.”

Perhaps the charter schools’ biggest strength as a result of that independence is flexibility. “We can change quickly based on a small group of even an individual student,” Rizor said.

That flexibility leads to creativity and great successes. A decade after opening their tents for business, Kumu O Ka ‘Aina last year blessed the first building in their community learning complex Ka Hale ‘Owi O Pu‘ukapu. OHA Trustees awarded a grant of $1 million toward the construction of Hālau Ho‘olako, a $4.8-million lesson in sustainable practices built on Hawaiian household land and used by the entire Waimea community.

“Hālau Ho‘olako is the result of an organization-wide capacity-building effort,” said Kéhaulani Marshall, a teacher at Kumu O Ka ‘Aina. “She credits the development of Hālau Ho‘olako to partnerships and good relationships. ‘Start first with your community base – from there, you will forge important partnerships that keep you accountable to a community-based vision.”

**‘AHA PŪNANA LEO**

Applications received after this date will be processed pending space availability. For more information call toll free 1-800-498-4979

www.ahapananaloe.org

.Priority deadline: March 1st

“Aha Pūnana Leo is now accepting applications for the new school year. Apply online at www.ahapananaloe.org

Applications received after this date will be processed pending space availability. For more information call toll free 1-800-498-4979

**E O L A K A ʻO LELO HAWAI‘I**

www.oha.org/kwo

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After a tough decade, Apolina calls upon Hawaiians to forge ahead with renewed vigor

INTRODUCTION

A new era is dawning for the Office of Hawaiian Affairs, said H.R. “Bob” Kaheakalani, the new OHA Chairperson for 2010. Kaheakalani was named to the position by the Board of Trustees in September after the resignation of his predecessor, Sandra Nakamura. With the departure of Nakamura, who had held the position since 1997, Kaheakalani officially took office on October 1.

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While some OHA trustees will continue to serve out the remainder of their terms, the board of trustees will predominantly be new to the current 30-year-old governing body.

Kaheakalani said he was honored to lead the 1,500-member agency, which has a $500 million annual budget, and to carry on the legacy of his predecessors.

Nakamura said she was pleased with Kaheakalani’s appointment and looked forward to working with him.

The Office of Hawaiian Affairs is a state agency that was created by the Hawaiian Homelands Act of 1983. It is the only federal entity in the United States that is devoted to the welfare of Native Hawaiians.

The agency’s mission is to promote self-determination for the Native Hawaiian community, and to serve as the voice of Native Hawaiians to enlighten the world. When the National Congress of American Indians was asked to define the term “Native Hawaiian,” they included the Office of Hawaiian Affairs in their response.

The OHA is also responsible for overseeing the program of the Office of Hawaiian Affairs, which provides funding for Native Hawaiian organizations.

Kaheakalani said that he would be working closely with the agency’s new executive director, John Waiheae IV, and the new chief operating officer, Clyde Kime.

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THE LEGACY OF A PRINCESS

Kamehameha Schools is a private, educational, charitable trust founded and endowed by the legacy of a Hawaiian Princess, Bernice Pauahi Bishop. Kamehameha Schools operates a statewide educational system enrolling more than 6,500 students of Hawaiian ancestry at K-12 campuses on O’ahu, Maui and Hawai’i and at 30 preschool sites statewide. More than 30,000 additional learners are also served through a range of other Kamehameha Schools outreach programs, community collaborations and scholarships in Hawai’i and across the continental United States.

PRENATAL THROUGH AGE 8

Hi’ilani

Hi’ilani is an early childhood family education program that serves children prenatal to 36 months of age and their families. Hi’ilani offers small group regularly scheduled classes and activities during mornings, middays and evenings throughout the year. These classes focus on strategies, tools and techniques that promote preschool readiness and well-being through positive parent-child interactions including:

• Parent and child interaction classes
• Prenatal classes
• Family activities
• Early childhood screening and referral
• Individual consultation

Applications accepted year round. For more information about this program, call (808) 534-8305.

Preschools

Kamehameha strongly supports the need for early childhood education, and has dedicated significant resources to provide preschool opportunities to Hawaii keiki. It enrolls over 1,500 3- and 4-year-olds in more than 30 preschools statewide. Also, after school care is offered at selected preschools. The preschool program emphasizes the development of social and emotional skills. Applications are accepted from October through January, prior to the school start date. For more information about this program, call (808) 534-8305.

Literacy Instruction and Support

The Literacy Instruction and Support division (LIS) provides programs that enhance literacy among Native Hawaiian children in grades K-3 attending Department of Education schools on Moloka‘i, Kaua‘i, Hawai‘i and O‘ahu. LIS’ In-School Literacy (ISL) services work with students to build a strong literacy foundation through whole-class instruction of reading, writing, oral language, and content integration while the After School Literacy (ASL) services focus on integrating literacy and the scientific process. The ‘Ohana Literacy Program (OLP) empowers family and caregivers to be full partners in their child’s education. LIS instruction is grounded in Hawaiian culture and integrates the current literacy work of collaborating schools with best practices in literacy instruction. Lessons assist in strengthening the connection to Hawaiian culture in schools where the student population is at least 50 percent Native Hawaiian. For more information about this program, call (808) 534-8363.
island transportation during the week are included in the fee.

Students are encouraged to attend their first Ho'olauna session in their home community, and then may attend additional sessions to explore various aspects of Hawaiian culture, learn about Hawaiian customs and traditions by engaging students in hands-on cultural practices and working with various community members and kupuna that are part of their respective moku.

Kamehameha Schools Maui

Founded in 1996, the 180-acre Kamehameha Schools Maui campus situated in Pukalani at the 1,600-foot elevation of Haleakalā enrolls 1,100 students in grades 9-12. Its high school curriculum includes: literature, English, science, social sciences, life management, and Hawaiian history. In addition, the campus offers a variety of academic and enrichment courses, which incorporate Hawaiian and Christian values. Students from all schools are welcome to apply. Limited spots are open for high school students in credit courses. For more information on Kapalama Summer School, visit http://kapalama ksbe edu/ or call (808) 842-8211.

Kamehameha Schools Maui Counselling Outreach program provides quality counseling, educational programs and experiences for Native Hawaiian children and adults on Maui. Learning opportunities are culturally based with a focus on building an awareness and appreciation for Hawaiian and Christian values, academic success, arts, citizenship and lifelong wellness. KS Maui outreach programs include an after school tutorial and cultural program, Mehula Ka Liko, for students in grades 5 and 8 and Ka Lei O Ka Lanakila, a professional development for teachers serving Native Hawaiian learners. Kamehameha Maui hosts an array of educational conferences, Christian services, and community meetings on campus as a result of community and Hawaiian agency collaborations. Contact the KS Maui Director of Campus Outreach at (808) 572-3100 for more information on programs and collaborations.

Kamehameha Schools Hawai'i

The 312-acre Kamehameha Schools Hawai'i campus is located in Kea'au, eight miles south of Hilo in a most beautiful and forested area. Founded in 1938, the school currently enrolls 1,120 K-12 students. The curriculum is directed toward preparing students for success in post-high school endeavors and a rewarding and productive life. The overall program is college preparatory with significant enhancements in career and vocational opportunities. Junior and senior students participate in a career academy program which offers skill development and career orientation in the following fields: arts and communication, computer science and technology; business and leadership—which exposes students to future career opportunities. An overall focus is fostering the development of leaders who focus on service to others. It celebrated its fourth graduation in May 2009 with 96 percent of the 99 students continuing their education at post-secondary institutions. For more information about the Maui campus, visit http://maui ksbe edu/ or call (808) 572-3100.

Kamehameha Schools Maui Counselling Outreach supports Hawaiian families on Hawai'i island by helping children to value education, be successful in their educational understandings, understand their unique culture and heritage, and thrive in their own communities. The Campus Outreach Division delivers Ke Kula Kauwela, a Summer School experience held at the campus in Kea'au for more than 800 students. Several other outreach programs are offered in collaboration with charter schools, the Department of Education and Hawaiian agencies. For more information on Hawai'i campus, visit http://hawaii ksbe edu/ or call (808) 982-0000.

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EXTENSION EDUCATION

Kamehameha Schools has a rich tradition of providing quality education programs in communities to build capacity, foster well-being and promote the overall quality of life for Hawaiian learners. Services range from one-time presentations to programs that operate over the course of a year or several years. We set ourselves with geographic boundaries, the programs offer robust regional curriculum for students in grades 5 through college. Students may participate for 12 or more years in the three consecutive programs: Explorations; Kamehameha Scholars; and Career and Post-High Counseling.

Explorations Series – The Explorations Series of programs is comprised of three different summer boarding programs, each targeted at specific grade levels. Students are encouraged to participate in the Explorations series of programs beginning with Ho'o'maka lka'i, but they may enter the series at any level:

1. Ho'o'maka lka'i – For students entering grade 6, this program was developed by Kamehameha Schools more than 40 years ago that introduces Hawai'i keiki to foundational Hawaiian cultural values and practices including mālama 'Aina, kalo cultivation, fishpond restoration and much more. Students board at the Kapalama campus for one week. The programs run for six weeks during the summer. All field trips, meals, on-island and inter-island transportation during the week are included in the fee.

2. Ho'o'alauna – This is a one-week boarding program at nine sites statewide for students entering grades 7 and 8. It goes more in-depth on Hawaiian customs and traditions by engaging students in hands-on cultural practices and working with various community members and kupuna that are part of their respective moku. Students are encouraged to attend their first Ho'o'alauna session in their home community, and then may attend additional sessions if available. All field trips, meals, on-island and inter-island transportation during the week are included in the fee.

3. Kūla 1 Ka Pono – This program reinforces the importance of one’s cultural identity and sense of belonging to the Hawaiian community. It challenges students to recognize and build upon their personal strengths while reinforcing the importance of giving back to the community. Students entering grades 8 and 9 board for one week at the Kapalama campus. All field trips, meals, on-island and inter-island transportation during the week are included in the fee.

For more information on the Explorations Series, call (808) 534-8272 or send an e-mail to explorations ksbe edu.

Career and Post-High Counseling – High school graduates, ready for the transition from high school to post-high education, are channeled into the Career and Post-High Counseling (CPHC) program. CPHC helps students, especially first-year and first-time Kamehameha scholarship recipients, to complete their post-high programs. Special emphasis is put on building foundational skills such as navigating college bureaucracies, learning to advocate for yourself and resolving life challenges in order to stay in school and graduate. Group activities and individualized counseling is provided throughout the year. For more information on CPHC, call (808) 534-8339.

Hūlili

Hūlili is a year-round program on Maui open to students in grades 6-12 who applied to but are not currently attending Kamehameha Schools. The curriculum includes English and math classes to strengthen literacy and numerical skills as well as courses in computer technology and counseling and career guidance. Students also learn about their Hawaiian heritage through hula'i (field trips), distance learning and various classes that focus on Hawaiian values, crafts, games and hula practices. The program culminates in a festive ho'ike (celebration), where students present learning projects to their parents. Hūlili is offered as a four-week summer program and includes intersessions during the school year. For more information on Hūlili, call (808) 573-7037.
Their respective moku. Students are encouraged to attend their first Ho’olauna session in their home community, and then may attend additional sessions.

Customs and traditions by engaging students in hands-on learning experiences. The program culminates in a ho’ike (celebration), where students share learning projects with their families.

Hawaiian culture and language with their ‘ohana through monthly, online courses. Participants become part of a virtual community of learners while learning about their cultural heritage. Registration is ongoing and due by the 15th of the month prior to class starting. For more information on A’o Makua, visit http://ksdl.kobe.edu/adult or call (808) 842-8877.

- Kamehameha Schools Kapālama: A program designed for high school learners nationwide with the exciting opportunity to learn Hawaiian culture, history, and literature through online, semester courses. Applications accepted April through June for Fall semester; September through November for Spring semester. For more information on ‘Ike Hawai‘i, visit http://kodi.kbe.edu/ikehawaii or call (808) 842-8877.

FINANCIAL AID & SCHOLARSHIP SERVICES

Kamehameha Schools is committed to providing financial assistance to students of Hawaiian ancestry. Financial support is awarded through various Kamehameha programs such as Pauahi Keiki Scholars, Summer School programs, and as well as the Kindergarten through grade 12 programs at the Kapālama, Hawai‘i and Maui campuses. All awards are made on an annual basis and are determined through various methods such as need and merit.

Preschool and Kindergarten Scholarships

- Pauahi Keiki Scholars - Preschool (PKS): The Pauahi Keiki Scholars program provides need-based scholarships to keiki attending non-Kamehameha preschools. Applications are accepted January-April.
- Pauahi Keiki Scholars - Kindergarten (PKS-K): The Pauahi Keiki Scholars Kindergarten program offers need-based scholarships to keiki applying to attend at Kamehameha Schools private preschools. Applications are accepted January-February.

To view a list of participating preschools for each of these programs, visit www.kobe.edu/finaid.

KS campus-based PreK-12 Financial Aid

- Kamehameha Schools - preschools
- Kamehameha Schools - campus based K-12 programs
- Kamehameha Schools summer school program

Kamehameha Schools partially subsidizes tuition for students attending its Hawai‘i preschools and K-12 campuses at Kapālama, Hawai‘i and Maui. Parents may apply for aid to offset the remaining educational costs. KS provides tuition assistance based on financial need. Visit http://kobe.edu/finaid/ or call (808) 534-8080 for an application and information on program deadlines.

Post-High School Scholarships

- Nā Ho‘okama a Pauahi: a need-based for students enrolled in associates, bachelors, masters or doctoral degree programs.
- Imi Na‘aua: a merit-based scholarship for students enrolled in post-baccalaureate degree programs.

Our Post-High School program provides supplemental financial assistance to qualified applicants pursuing undergraduate- and graduate-level educational goals.

KE ALI‘I PAUAHI FOUNDATION

The Foundation manages more than 75 donor-based endowed scholarships that are offered for undergraduate and graduate degrees. Alumni and parent groups, school clubs, organizations and individual donors have established many of the scholarships. Over the past four years, more than 850 scholarships have been awarded. The Ke Ali‘i’s Pauahi Foundation (KAPF) is a non-profit support organization of Kamehameha Schools whose purpose is to generate new sources of income that directly supports Kamehameha’s educational mission. Donations made to KAPF are 100 percent tax-deductible, as KS funds the Foundation’s operating costs. Scholarship applications available March-May. Visit www.pauahi.org or call (808) 534-3966 for more information.

HAWAIIAN-FOCUSED PUBLIC CHARTER SCHOOLS

Hawaiian Focus Public Charter Schools are defined as schools that operate from a Native Hawaiian cultural focus, with the grounding of instruction and student learning in the values, norms, knowledge, beliefs, practices and language that are the foundation of Hawaiian culture. Kamehameha Schools supports 17 Hawaiian-Focused Public Charter Schools located on Kaua‘i, O‘ahu, Moloka‘i and Hawaii Island serving more than 2,500 students. To learn more about these charter schools and how your child can benefit from an education there, please contact them directly.
COMMUNITY SERVICES AND APPLICATION HELP

The following sites can provide assistance when applying for Kamehameha Programs:

Hou'ulu Hawaiian Data Center
The purpose of the Hou'ulu Hawaiian Data Center is to verify Hawaiian ancestry of those wishing to be considered for admission to a Kamehameha Schools program under Kamehameha’s policy to give preference to applicants of Hawaiian ancestry to the extent permitted by law. Once Hawaiian ancestry is verified, individuals may be considered under the preference policy when applying to any KS program or for financial aid without further application to the data center. For more information on the Hou'ulu Hawaiian Data Center, visit www.ksbe.edu/datacenter or call (808) 523-6228.

Community Learning Center at Nānākuli
This center offers on-site educational and enrichment programs, provides information on all Kamehameha educational programs, and assists families in applying to Kamehameha programs and services such as admissions, financial aid and Hawaiian ancestry verification. The center is open from 8 a.m. to 4 p.m., Monday through Friday. For more information on the Community Learning Center at Nānākuli, call (808) 668-1517.

Neighbor Island Regional Resource Centers
Kamehameha Schools operates Regional Resource Center (RRC) offices on the islands of Kaua'i, Moloka'i, O'ahu, and East and West Hawai'i to assist Hawaiian families with program and financial aid applications, program support services, and Hawaiian ancestry verification. Families can call their island’s RRC for information on all educational programs and services.

HUI MO'OLELO
Join the Kamehameha 'ohana and get your free Hui Mo'olelo membership! Hui Mo'olelo is part of Kamehameha Schools’ effort to extend its educational programs to more families. As a member, you will receive:

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To register, please visit: www.kamehamehapublishing.org.
**ONGOING**

**Whale Watch**
Pā'ikōhola Heʻeia, Kawaiahoe, Hawai‘i.

9-11 a.m. Tuesdays and Fridays through March 26, join the Hawaiian Islands Humpback Whale National Marine Sanctuary and the National Park Service to watch kohola from the “hill of the whale.” Staff and volunteers will be on site to help spot humpbacks and answer any questions you might have about the whales. Manuahi. nps.gov/nphe.

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**20th annual Moanikeʻala Hula Festival**

Halekōkahi, Hawai‘i.

10 a.m.-2 p.m. Monday.

Bring your lawn chairs, beach mats and picnic food and enjoy the music of Best Hawai‘i Slack Key music, including Dennis Kamakahi, Kauai George Kahumoku, Keoki Kahu slack-key masters Dennis Kamakahi, Kawika Daniel Ho, Ho‘okena, Amy Hanaiali‘i and picnick food and enjoy the music of Best Hawai‘i Slack Key music, including Dennis Kamakahi, Kauai George Kahumoku, Keoki Kahu slack-key masters Dennis Kamakahi, Kawika Daniel Ho, Ho‘okena, Amy Hanaiali‘i and evening entertainment while watching teams compete in canoe paddling and makahiki games. Enjoy food, Hawaiian crafts, lomilomi, ‘o‘o food, Hawaiian games, and an essay and poem contest (To submit a poem or essay, email noaedu@gmail.com.) Makahiki games at 9 a.m. Saturday with a program to follow. A march begins at 9 a.m. Sunday. T-shirts will be on sale. Event is free. 392-3549, 741-7257 or 728-1046.

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**Ho‘okahi Lihui Hawai‘i: One Nation 1810-2010**

Volani Palace, 9 a.m.

Commemorates the 200th anniversary of the unification of Hawai‘i with live music, hula, hula, arts and crafts, ‘ono food, Hawaiian games, and an essay and poem contest (To submit a poem or essay, email noaedu@gmail.com.) Makahiki games at 9 a.m. Saturday with a program to follow. A march begins at 9 a.m. Sunday. T-shirts will be on sale. Event is free. 392-3549, 741-7257 or 728-1046.

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**Puana Ka ‘Ike Lecture**

Kauai Beach Resort, Kauai, Hawai‘i.

7:30 p.m.

Thomas S. Dye, Ph.D., will present a brief history of the story of Hilo Mai Pele. The drama incorporates Hawaiian culture, history, tradition and perspective of the environment. Manuahi. 923-1802, waikiki@pcc.edu.

**Puana Ka ‘Ike Lecture**

Kauai Beach Resort, Kauai, Hawai‘i.

7:30 p.m.

Venerable Pouhana Kaa’i ‘Ike, who established the Puana Ka’i ‘Ike series, which offers a deeper understanding of Hawaiian culture, history, tradition and perspective of the environment. Manuahi. 923-1802, waikiki@pcc.edu.
Pa’ahao halâu makes holiday TV debut

A Kuleana hâlau from the Women’s Community Correctional Center moved an audience to tears when they performed for a taping of their TV debut, which aired in December as part of Emma’s Christmas Island Moments on KHON2. Emme dancers from the domin-ante Nîl Whîlone o Ke Akuayu swayed to the Akahai Sants ‘Ke Akuayu,’ showing their self-taught hula skills learned as part of their treatment in Nîn Hoekâ’s cultural/re leases Ke Akuak program. Warden Mark Patterson said that 79 percent of women incarcerated in Hawai‘i’s 10 prisons face drug-related crimes, and they showed up to practice it, and to remember how to do it. Patterson said the group of women chosen to perform were leaders within the hâlau who earned the privilege, and all were Native Hawaiians. Dance Leader Alapai told Ki’o Oâloa that the song ‘Ke Akuayu’ signifies second chances. Alapai, a mother of five who’s learning to appreciate ‘what life really has to offer,’ said the performance was a Christmas gift that ‘gives other (incarcer- ors) women hope to become who you want to become.’ The show was taped Dec. 2 at the Road Runner Au’o Hall at Edith Câ- nion, with host Emme Tomonibow and a show of Hawai‘i’s luminaries in music, radio and the culinary arts. Here, the dancers garbed ed for a photo after their performance. Festive row, from left, Selwyn Aki, Lily Maniapit and Elizabeth Aikau. Book now: WWW.Warden Mark Patterson, Dawn Kekould, Leo Antoino, Colleen Pakele, Urhana Alapai and Lorenne Ishi - Photo: Lisa Aoteo

The Akaka Bill advances, with changes in Senate committee

The Akaka Bill will head for consideration in the full House and Senate this year, after being approved in committee in December. The Senate Indian Affairs Committee passed S. 1001 on Dec. 17 with an amendment that would grant Native Hawaiians governing authority before, instead of after, negotiations with federal and state governments. The amendment would also treat Native Hawaiians as an Indian tribe in some cases.

The House Natural Resources Committee approved H.R. 3314 in its original form Dec. 16 after Gov. Linda Lingle and state Attorney General Mark Bennett raised objec- tions to the amendment. Bennett wrote a letter to House committee leaders, saying: “These changes make clear that the Senate is trying to line the government governing Native Hawaiians a vast body of Indian law, much of which is unsuited for the state of Hawai‘i, and none of which (to our knowledge) as been evaluated for its impact on Hawaiians.”

A statement released by Sen. Daniel Akaka, the bill’s name- saker, said the amendment reflected “marks of negotiations with the Department of Justice.” Akaka said he talked to both Lingle and Bennett on the day of the vote and thanked them for their years of strong sup- port. “I know they have concerns about the bill that passed out of the committee today, and I am committed to working with them on these issues as we move forward,” he said.

In the same statement, Hawai‘i’s senior senator, Daniel Inouye, said he was “extremely pleased” by the bill’s passage in commit- tee. He added: “I am committed that before this bill is considered by the full Senate that we achieve a meaningful opportunity to address the state’s concerns in concert with the Department of Justice and the Hawai‘i congressional delegation.” This is not a closed book. The time to act will be early in the new year, and the Obama administration and the Hawai‘i congressional delegation. This is not a closed book. The time to act will be early in the new year, and the Obama administration and the Hawai‘i congressional delegation. This is not a closed book. The time to act will be early in the new year, and the Obama administration and the Hawai‘i congressional delegation. This is not a closed book. The time to act will be early in the new year, and the Obama administration and the Hawai‘i congressional delegation. This is not a closed book. The time to act will be early in the new year, and the Obama administration and the Hawai‘i congressional delegation. This is not a closed book. The time to act will be early in the new year, and the Obama administration and the Hawai‘i congressional delegation.
Ka Wai Ola - the living water of OHA

Page 18

E na o‘hana Hawai‘i! If you are planning a reunion or looking for genealogical information, Ka Wai Ola will print your listing at no charge.

If you are planning a reunion or looking for genealogical information, Ka Wai Ola will print your listing at no charge.

We are looking for all who are related to TUTU NALUAHINE. Our family is planning to hold a family reunion this summer. Please contact me, Val Marciel, at (808) 255-5315 or email valmarcel2000@gmail.com.

There were five children of Sarah West and Edward Kekuanaoa, born in Hawaii: Thomas D., Sarah, David, John, and Mary. Each of these children had children, and so on. Eventually, we find ourselves traceable back to the original immigrants who came to the Hawaiian Islands in the early 1800s.

We are looking for the descendants of JAMES KALEUI'UWEA and MINNIE WATT to attend a family reunion Saturday, October 12, 2010, at Hale Nanea Hall in Kahului, Maui. The reunion begins at 10:00 a.m., and refreshments will be served. Please contact Don H. Chaves at (808) 398-4534 or email chavesj003@hawaii.rr.com.

We are seeking descendants of FRANCES KOAKANA KAAWA and HENRY KAAWA, born in Kona. We are planning a reunion in 2011. The purpose of the reunion is to collect and record family histories and genealogies.

If you are planning a reunion or looking for genealogical information, Ka Wai Ola will print your listing at no charge.

We are looking for the descendants of JOSEPH KEALOA and ANNETTE HUNKINS. Our family is planning a family reunion July 24-26, 2011, at Kaulana Gardens in Kauai. Please contact Mary Smith at (808) 822-3395 or email marysims42@gmail.com.

We are seeking descendants of MARY MATSUMOTO and GEORGE AKANA who lived in Kapahulu. We are planning a family reunion set for Saturday, Aug. 28, 2010, in Honolulu. We need to update mailing lists. Please contact me, Uilani Perez, by email or phone at ((808) 744-5566 or uilani@qmail.com.

We are seeking descendants of GEORGE KALAMA and LUTON KAAWA. Our family is planning a reunion set for Saturday, Aug. 28, 2010, in Honolulu. We need to update mailing lists. Please contact me, Uilani Perez, by email or phone at ((808) 744-5566 or uilani@qmail.com.

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For information about this reunion, please contact Kimo Kelii at (808) 572-4705, cell 808-692-3005; or Sarah Kahele, 720 Kana St., Wai'anae, HI 96792 (808-696-7867; email skahunai@hawaii.rr.com). Our family is planning a family reunion set for Saturday, Aug. 28, 2010, in Honolulu. We need to update mailing lists. Please contact me, Uilani Perez, by email or phone at ((808) 744-5566 or uilani@qmail.com.

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In July 2009, Gov. Linda Lingle issued Executive Order No. 09-04 requiring a two days per month furlough for all state workers for the period Aug. 1, 2009, to June 30, 2011.

Executive Order No. 09-04 issued the executive branch officials to take only one furlough day per month beginning July 1, 2010, to June 30, 2011.

For the entire furlough period Aug. 1, 2009, to June 30, 2011, Gov. Lingle and her executive branch officers are required to take a total of 13 furlough days. For the same period, the average state worker is required to take 42 furlough days.

While the executive office officials had a 5 percent reduction in pay, the reduction in pay for the average state worker was based on the furloughs ranging from 8 percent to 10 percent and more.

Is there a furlough and her appointed department heads, deputies, assistants and executive officials doing their fair part to help our state’s fiscal crisis? Absolutely not.

What is fair about a state worker losing 11 percent of a gross annual income of $28,800 and state executives losing 5 percent of annual incomes between $80,000 and $120,000?

Mary Pahil
Aiea, O‘ahu

Prison not a deterrence to crime

Regardless of our personal feelings toward the rapist, molester and murderer, whether their crime be an act of domestic violence or some other heinous event, the threat of prison does not work. In order to address antisocial behavior, our children must learn that emotions are a good thing, and that they should not be suppressed or allowed to adversely affect our actions. Anger is, in fact, what you do with it that is the problem.

Recently our state has taken a tremendous leap backward in its cutting of social-service funding and the failing of a state bill to provide for prison reform. Our state’s schools, libraries and mental-health providers, already underfunded, must endure further budget restrictions. Obviously our state leaders fail to see the forest for its trees. If we wish to address violent crime and other antisocial behavior in our society, we must first attack its roots.

Michael Spiker
Paralegal intern/advocate

Saint Damien mahalo

On behalf of Saint Damien’s religious community, the Congregation of the Sacred Hearts of Jesus and Mary, I want to express my gratitude to you for your excellent edition dedicated to one who gave his life to the people of Haiti and to those who were afflicted with Hansen’s disease. We, as you so well stated, can call him our Patron Saint for this is what he is today.

Unfortunately, my copy that was sent to me while I was in Belgium and later in Italy has disappeared. Do you think we can purchase four copies of our archives here and in Rome? Your magnificient edition for allowing us to access our archives for future studies and research activities.

Very Rev. Christopher Kea‘ili,
Provincial Superior
Congregation of the Sacred Hearts of Jesus and Mary
Kīhei, Maui

Update: We sent the copies (copies are always free) and received a letter back, which read in part: “Thank you for sending so many copies of your Damien edition to me. I am deeply grateful for your speedy action and for allowing me to have them free of charge. We will always remember your goodness and keep OHA in our prayers.”

Peheou kou mana’o (Any thoughts?)

Send letters to: Ka Wai Ola Kapi‘olani Blvd., Ste. 500 Honolulu, HI 96813 or email kwo@oha.org

DIABETIC, OVERWEIGHT? HARP THERAPY: Kï hõ’alu me ka hapa, with their own words, in photographs, their stories in the colonists’ own words, in photographs, log books, drawings, maps and artifacts. Also, view a free screening of Under a Jarvis Moon, Jan. 9 at 7 p.m., followed by a Q&A. Several of the surviving colonists will attend. Reception of 6 p.m. at Marks Garage, at 159 Nu‘uanu Ave., is open Tuesday through Saturday, 11 a.m. to 6 p.m. Closed Dec. 24, 25, 31 and Jan. 1. For information, call 521-2903 or visit artsmarks.org.

Waikiki Aquarium celebrates the sea

The Waikiki Aquarium offers free events in February that raise awareness of ocean habitat, health and human impacts.

The aquarium will launch its Nānā i ke Kai (Look to the Sea) monthly lecture series Feb. 18 and 26 from 6 to 7:30 p.m. The year-long series will feature cultural practitioners, scientific discussions on climate change, coral conservation and other issues.

Also abreast, University of Hawai‘i botany professor Celia Smith will offer a series of discussions about limes, including their historical significance, uses and future, on Feb. 1, 3 and 8 at 9 a.m.

For information, call 440-9027 or email marykslofky@waikin.com.

Nogelmeier to give ‘Inspiring’ lecture

Hawaiian-language advocate and Hōkū award-winning songwriter Puakea Nogelmeier will discuss the art of language at an Art Lunch lecture event, “Inspiring Legacy,” at noon Jan. 28 at the Hawaii State Art Museum Multipurpose Room, 250 S. Hotel St.

Nogelmeier, whose team did the first English translation of The Epic Tale of Hi’iaka, will discuss Hi‘iaka’s literary and the importance of Hawaiian newspapers from more than a century ago. The tale of Hi‘iaka appeared as a daily series in the Hawaiian-language newspaper Ka No‘i‘Au from 1905 to 1906.

An assistant professor of Hawaiian language at the University of Hawai‘i, Nogelmeier is working on Ho‘olauloa, a project to make Hawaiian-language newspapers from the 19th and 20th centuries accessible online at mupoa.org.

The lecture is free. For information, call 586-0900 or visit hawai.gov/sica.

Homestead assembly backs Abercrombie


ka leo kaiaula

Letters to the editor

OHA reserves the right to edit all letters for length, defamatory and libelous material, and other objectionable content, and reserves the right not to print any submission. All letters must be typed, signed and not exceed 200 words. Letters cannot be published unless they include a telephone contact for verification. Send letters to Ka Wai Ola, Kapi‘olani Blvd., Ste. 500, Honolulu, HI 96813, or email kwo@oha.org.

Public servants or self-serving?

makake

The marketplace

Classifieds only $12.50

Type or clearly write your ad of 175 words or less. Include (name, phone number, including spaces and punctuation) and mail payment to: Office of Hawaiian Affairs at 711 Kapi‘olani Blvd, Honolulu, HI 96813. Make check payable to OHA. Submissions received by the 15th of the month will appear in next month’s edition.

BIG ISLAND, WAIKAA: 10 Acres & 20 Acres Pastoral: 2- residential lots in Puupehele. DHHL leases. Graham Realty Inc. Bobbie Kennedy (RA) 808-221-6570 or email bkb@kahai.com.

CERTIFIED TEACHER and private tutor for need-based tutoring on Westside. Experienced in private school prep. Call 531-3124.


EAST KAPOLI: 2 undivided interest leases available. Ma‘ili/chai beautiful 3/2 home w/ upgrades. DHHL Leases.

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EXPERIENCED IN DHHL properties and general real estate needs - all islands. Bobbie Kennedy (RA) 808-545-5099; 808-221-6570, email hannahstan@gmail.com.

FOR SALE: 10 acre pastoral lot in Puu- kai, Hawaii (Waimea), fenced in with electric fencing $30,000. Call (808) 221-7205.

HARP THERAPY: Ka‘ihi ‘alui me ka hapa, with all types of music, live on a gold concert stage. Enjoy! Call 808-221-0671.

HOUSE FOR SALE by owner. 2 1/2 full bath, living rm. Gas or electric. Washer/dryer, outdoor patio slab. Studio or work area! Kailua-Kona, Kona, Hawaii. $327,000. (808) 355-8568.

IF YOU HAVE A DHHL LOT on Hawaii Island, will build a home of your choice. Discount costs negotiable via sweat equity agreement / owner builder format. Call 859-2919.

KAPAHULU PALM TREES specializes in high quality palms and rare tropics. We ship internationally and are the mainland with satisfaction guaranteed. See growpalms.com or 808-936-2580.

MAUI, WAILUKU: Unit 1, 3 lots, must be ready to build. 1/4 acre! Undivided interest leasehold with water and electric service guaranteed. See growpalms.com or 808-936-2580.

MAWÅHI, WAIPOLOA: Unit 1, 3 lots, must be ready to build. 1/4 acre! Undivided interest leasehold with water and electric service guaranteed. See growpalms.com or 808-936-2580.

WAIMANALO: Undivided interest leases; lot selection coming soon. Lokahai, Wai- ana, 3/1 1/2 way, $225,000. DHHL Leases. Graham Realty Inc. Bobbie Kennedy (RA) 808-221-6570.

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A page from a photo album of Bishop Museum show Sui Kofun, Charles Alis, Jacob Hall and Ronald Chin Lum on Jarvis Island, 1937. – Courtesy photo
the Hawai‘i of the future will be. In this Pacific Century we can take leadership roles in government. Just as our forefathers who traversed the Pacific Ocean were trained in the Far East and Europe to become leaders, in our motherland, in their century, we can be leaders in this century. Let us reach deep within our spirit and ma‘a to surface and rekindle that depth of leadership and initiative. This coming decade can trigger the start of the next Pacific century.

Hawai‘i and the Native Hawaiian community can choose to demonstrate leadership to APEC leaders on many fronts. Areas of focused leadership include:

• Managing threats from global warming industries since Pacific Island communities are at imminent danger of rising tides.
• Safeguarding intellectual property of native people in the global competitive market.
• Developing policies and regulations which carve out native rights in telecommunications and limit destruction of cultural sites and islands.
• Building guidelines for emerging bio-agricultural and aquaculture industries, both in shore and up to the edge of the 3-mile limit.
• Enacting sustainable island fishing and marine life for future generations;
• Building partnerships for green energy, alternative energy sources and related technologies in the context of island economies for Pacific Island peoples.

The evolution of Hawai‘i on the world stage is valuable not only to Native Hawaiians but to all people of Hawai‘i. And, we, the people of Hawai‘i, have much to share with the rest of the world. All of Hawai‘i can enhance our self-esteem.

As we look forward to this next decade, our focus should be on building. We as Hawaiians can become more fully aware and more fully a contributing partner for the future.

‘Ua ko ka pā, ua ko ka ʻpā i ka o. (‘Tis the dawning, darkness is overcome by daylight.)

We have opportunities in our hands. Let us not squander them. Or as Queen Lili‘uokalani’s words remind us, “Never cease to act for fear you may fail.”

These times call for Hawaiian leaders to move with resolve, focus and discipline. We at OHA call for an expanded unified effort by ALL the Ali‘i Trusts, Hawaiian Public Trusts, and Hawaiian-Serving Institutions and Agencies. We must collectively, demonstrate the effort to work together to move the Hawaiian community forward. With our collective political will be elevated by acting together in joint efforts – “managed acts” of the Hawaiian century will be one of success for Native Hawaiians and all Hawai‘i.

CLOSING

As I bring my remarks to a close, I would like to take a moment to acknowledge and reflect upon a kupuna who passed away this fall, a kupuna who was very dear to many of us during her lifetime of 82 years. That kupuna is Auntie Māila Kawaiho‘ouli‘o‘a‘a Craver, who now sleeps the sleep of summer and winters and takes her place among the ancestors.

For many of us who are products of the Hawaiian Renaissance of the 1970s, Auntie Māila Craver was a beacon. As a pure Hawaiian and mālama, native speaker Auntie Māila freely shared compelling mamo‘a from her kūpuna and homeland of Ho‘okema, South Kona, Hawai‘i, and profound cultural wisdom that is getting harder for this generation to find in contemporary Hawai‘i. She was a gift to the world and we were lucky enough to know and experience her. There are two things Auntie Māila often said. “Get a grip” and “leave a legacy.”

“Get a grip” was her instruction to all of us to honestly assess where we are, determine what we want to achieve, decide what we are going to do about it, and take action. Even harder than “get a grip” is her instruction to “leave a legacy.”

As we begin a new decade and look forward to 2010-2020, we are on the cusp of what could be another Pacific Century – a golden Pacific Century.

What legacy will each of us leave as individuals? What legacy will the Office of Hawaiian Affairs leave for Native Hawaiians and the rest of Hawai‘i?

What legacy will Native Hawaiians leave for the State of Hawai‘i and the rest of the world as the new decade unfolds and global leaders discover Hawai‘i anew as the treasure and beacon for nurturing diversity, tolerance and world peace?

A new decade is a new dawn. Hiki mai ka Hā’e‘a‘e. (The sun appears at Hā‘e‘a‘e.)

I challenge us in this coming decade to rise with determination to produce good from all of the opportunities we are given. Leave a legacy, a kind of legacy that would make our ancestors proud and one that they would bless.

“Leave a legacy” that makes Hawai‘i and the world a better place for us having been in it doing what we do each day.

Hāʻe‘aʻe

No laila, hiki mai ka lā Hā‘e‘a‘e. Ua koʻo pā; ua e ko pā i ka o. (The sun appears at Hāʻe‘aʻe. ‘Tis the dawning; darkness is overcome by daylight.)

Aloha and mahalo.
Le‘ele‘ele

Trustee Messages

Ke Kuini Emalani ko luna


Acapulco, Panama City and St. Thomas. “She then continued her travels visiting France, Italy, Switzerland, Germany and Sweden for almost two years. She arrived in New York aboard the Java. Queen Emma traveled aboard a special train cast provided by the U.S. Government on Aug. 13. After arriving in Washington, D.C., the Queen was driven to Willard’s Hotel at 14th Street and Pennsylvania Avenue, where she was welcomed by President Grant, the acting Secretary of State.”

On Aug. 14, the Queen was received by the President in the Red Room of the White House; on Aug. 15 she was the dinner guest of Secretary of State William Seward; on Aug. 16 Queen Emma received a delegation of New York State legislators. As a member of the Indian Office. “The delegates were members of the Chocowau, Chickasaw, and Meskwaki. They were engaged in business with Big Bear, the Chief.” On Aug. 18, she attended a State Dinner in her honor, the first such State Dinner held in honor of a visiting monarch. She dined with President Andrew and First Lady Eliza Johnson and members of the Cabinet.

“In March 1867, Queen Emma departed Washington, D.C., for Baltimore on the B&O Railroad.” From there she and her attendants took a railway coach to Gettysburg, where they went to the battle site. “From there Queen Emma went to Niagara Falls and then on to Boston and New York, where she took a private home, having been away for almost two years. She arrived back in Honolulu on Oct. 22, 1866.”

Acupulco, Panama City and St. Thomas. “She then continued her travels visiting France, Italy, Switzerland, Germany and Sweden for almost two years. She arrived in New York aboard the Java. Queen Emma traveled aboard a special train cast provided by the U.S. Government on Aug. 13. After arriving in Washington, D.C., the Queen was driven to Willard’s Hotel at 14th Street and Pennsylvania Avenue, where she was welcomed by President Grant, the acting Secretary of State.”

Looking back at 2009 and looking forward to 2010

10 year started out with the whole world caught up or affected in some negative way by America’s recession. Economists said it would probably last through 2010 and would be right after that.

During the 2009 session, I found it comforting to sit through OHA’s budget and the statements of the state Legislature to listen to Senators and Representatives ask about OHA’s budget. Questions included those which are OHA’s priorities for spending?” and “How much was being spent on Kala‘au? And how much was being spent on OHA’s Washington, D.C., office?”

They basically scolded us for not making any sacrifices and were reluctant to give us any more money. At least that was my impression of their message to us. However, it is important to note that the approximately $3 million that we receive annually from the state helps us to serve the less than 50 percent Hawaiian beneficiaries that we are mandated to serve.

At 6 years old Emma began a seven-year home tutored. At 18, she was engaged to George Na‘e‘a, and from 1849-1854 she was at Mano Nae‘a, born to parents Halauhau and raised by adoptive parents. At 18, she was engaged to George Na‘e‘a, and from 1849-1854 she was at Mano Nae‘a, born to parents Halauhau and raised by adoptive parents. At 18, she was engaged to George Na‘e‘a, and from 1849-1854 she was at Mano Nae‘a, born to parents Halauhau and raised by adoptive parents.

Hanaui Apa‘iona, MSW, Chairperson, Trustee, At-large

SETTLEMENT WITH THE STATE

I supported Senate Bill 995, introduced by Sen. Clayton Hee, which attempted to resolve the claims and disputes relating to OHA’s portion of income from the Public Land Trust. The bill was signed into law on July 21, 2009.

SB 995 would have given OHA the right to choose from the following properties, among many others: Kaka‘ako Makai; Kahana Valley; Waianae; and other lands that the State may agree to convey to OHA. Even a few of these properties could generate all the revenue OHA needs to operate indefinitely and would have given our future nation the concrete assets it needs to serve the Hawaiian population. SB 995 would have made Native Hawaiians self-sufficient (the very essence of sovereignty) and relieved the State of Hawaii of a large burden on their citizens.

Unfortunately SB 995 failed to pass during the last days of the Legislature because, according to Attorney/Staff Writer Gordon Y.K. Pang, “key House members,” no doubt led by Speaker Calvin Say, declined to support the bill. Let us hope that we can convince them this year.

SAIN'T DAMIEN

It is fitting that we closed the year with the celebration of the sainthood of Father Damien, a non-Hawaiian who selflessly gave his life to care for Hawaiians.

On Oct. 1, 2009, I traveled along with a Hawaii delegation on a pilgrimage to Belgium and to Rome to honor Father Damien. We visi- ted Father Damien’s hometown of Tremolo, where the people of the town embraced us. We can now truly understand where the kindness and charity came from. They told us that the BGF’s decision to support those workers was disappointing to many of our beneficiaries and that they could turn to their union leaders. That may or may not be so; nevertheless, as Trustees we must not let ourselves be influenced by the outcome of whether our decisions will harvest us in an election.

In the upcoming legislative session I am determined to seek the open and active support of those same labor leaders and their members whom we supported and who expressed sincere gratitude. I will ask them to appear with us before the Legislature whenever possible and, if they cannot appear, to at least contact key legislators and express their support for OHA and for Native Hawaiians.

This alliance is extremely crucial in this session of the Legislature. Our community is suffering from lack of economic growth; it will be difficult for the Legislature to appropriate money to satisfy this debt. Nevertheless, we have a fiduciary obligation to OHA’s beneficiaries to try to get that pay-ment and to seek all the help we can get for our Hawaiians. They know that the BOT’s decision can turn against us in the next election.

In a ceremony led by Pope Benedict XVI in St. Peter’s Basilica on October 11th, the world witnessed the canonization of Father Damien on October 11th, 2009.

To Father Damien, people were, and he service to God meant that he must serve all of God’s people. We would undoubtedly have a more peaceful world if we could all embrace the forgiveness and compassion of whether we are ex-emplified by Saint Damien. Let us think of these good thoughts and deeds as we move forward into this New Year.

For more information on important Hawai-ian issues, check out Trustee Akana’s web site at roxenakana.org.

For more information on important Hawai-ian issues, check out Trustee Akana’s web site at roxenakana.org.

Rownawa Akana

Trustee, At-large

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Congress holds the future of Hawaiians in its hands

Aloha kākou. During the legislative interim, the Office of Hawaiian Affairs (OHA) sought your input on legislative matters by hosting an aggressive community outreach schedule on all islands. Unfortunately with the sudden passing of Wayne Kahoʻonani Panoke, it was with deep regret that we were unable to complete the outreach we started. However, with the initial meetings conducted on every island we had heard and we hope to follow up with a response by letter, furthering the cause you brought.

The Office of Hawaiian Affairs is pleased with enactment of new laws during the first part of the biennium in 2009. With the 25th Session of the Legislature scheduled to reopen the second part of the legislative biennium on Wednesday, Jan. 20, 2010, the 10 bills we presented last year that were not enacted will carry over with five additional measures to the overall OHA legislative package. As a recap, OHA will reintroduce measures on Public Land Trust Back Payments, Homelessness, Taro Task Force, ‘Aha Kole Advisory Committee, Mākua Valley, Char- ter School Facilities, UH Tuition Waivers, Hawaiian Architecture, Historic Preservation and Child Welfare Services.

Sticking to our legislative package are five proposals based on our community outreach. To better protect our history, the first measure requires the State to hold certain Hawaiian artifacts in trust for preservation or proper disposition. To better serve you, the second proposal requires OHA to work on Statehood Day during calendar years in which the Election Day Holiday occurs. Though it may be controversial, the third measure urges the removal of certain portraits of provisional-government officials in light of injustices that the provisional government represented. The fourth proposal honors our past by urging the formation of a task force to create a monument to Queen Ka‘ahumanu in or near Hāna, Maui, the area of her birth. Following our success to provide Kuleana Land Tax Exemptions in all Counties and our priority to help our taro farmers, the fifth proposal for Hawai‘i County to consider by establishing a property tax exception for the portion of a parcel that is being used for taro farming.

As a result of the recession, the Legislature is faced with deliberating and balancing with austerity the needs of our State. With a projected $1 billion budget deficit through June 2011, a report released by the National Conference of State Legislatures pegged Hawai‘i’s budget deficit at $583 million as a percent of the state’s general fund budget, and $1.1 billion by fiscal year 2011, or 21.2 percent of the general fund budget, which places Hawai‘i’s state’s budget gap as among the worst in the nation. This is made worse by a lack of preparation and the many fiscal issues and keiki have been shut out of school. 2010 will be a time of hardship and of greater demands for public service.

As the economy continues to tighten, our legislators will be pressed to prioritize and deliberate policies to meet the needs of our State. OHA seeks your solidarity to strongly advocate that which is important to all of us. We must remind our elected officials that the economy is a temporary crisis that we all will work through. It will demand that everyone make sacrifices for the greater good. Though OHA too has been financially aligned, we will find ways to recognize and prioritize in testimony where funds should be directed.

Colette Y. Machado is the Chairperson of OHA’s Beneficiary, Advocacy and Empowerment Committee.

OHA’s legislative outlook

Anticipating the New Year

Aloha kākou! The year 2009 has come to an end, and I would like to send my warmest regards to you who shared your mana‘o and time with us here at OHA this past year. It has truly been a year of ups and downs, but I am hopeful that we see the dawn of each new day that we will be filled with Aloha and ready to overcome any challenges that may come our way. I thought to invite our OHA Staff on the islands of Hawai‘i, Maui, Moloka‘i, Lāna‘i and Kaua‘i to share with us some of their New Year’s Resolutions for 2010. Here they are.

Gladys Brigham – East Hawai‘i

It was found that people who hold grudges have higher blood pressure, more anxiety than people who forgive and can become obese. Hawaiians, like me, know that conflicts, guilt and holding grudges can cause much of our heartache. The healing process was done through ho’oponopono, forgiving those who have caused the problem to ask for forgiveness, you may not be able to get that in this day and age. The people who have hurt you in the past may have died or they may not be willing to admit their mistakes, such is the case with many whose “pride of self” gets in the way. They forget where they came from. I started from the bottom and worked my way up, but I never forget where I came from. Just like my parents taught me, “never forget where you came from.”

So the better time to do ho’oponopono for your New Year’s resolution? This ho’oponopono came to my mind because we practice this every year during our Holy Week, held one full week of Jan- uary. For the year 2010, it will be on Jan. 4, 5, 6, 7, 8, 9, ending on the 10th, with services and the Lord’s Supper during high mass at 11, and after church there will be a feast.

Thelma Shimooka androy Newton – Maui

For Maui staff to be more involved with communities in their cultural, traditional and conventional needs and to help bring a resolution to channel a better OHA-Community relationship. To provide positive information to support the commu- nity’s needs.

Halona Kaupuiki – Moloka‘i

To lose more weight and take care of my health.

Irene Kaahumanu – Moloka‘i

Continue to live the meaning of aloha every day as taught by our kūpuna. Be ever thankful for all that we have. To always give thanks to God.

Kaliko Santos – Kaua‘i

That I keep growing as a person – to be all that God wants me to be.

To invite all of us to set personal goals or resolutions for the year and create a plan which would help us achieve those goals. Have fun. Enjoy life and all that it has to offer. Love one another and remember, “Always with Aloha!”

Leo ‘ele’ele 

Tell me when you are ready to start the New Year with a particular goal.

Colette Y. Machado, Chairperson of OHA’s Beneficiary, Advocacy and Empowerment Committee

Robert K. Lindsey, Jr., Trustee, Hawai‘i

Trustee, Moloka‘i and Lāna‘i

Trustee, Hawai‘i

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Happy New Year

We all know what New Year means. But what is happy? It could mean it’s the hope and wish that in the year 2010 all will be happy? But what is happy? Happy may mean contentment, lucky, pleasure and a whole lot more.

But how can we in all honesty wish for a Happy New Year with all the misery, pain and suffering people are experiencing throughout the world and in our Hawai‘i? War in Iraq, Afghanistan and Pakistan are still killing and wounding people. The possibility of more war with other countries: Iran, N. Korea, India, Palestine and Israel. In addition, how can we say happy with illness throughout the world: AIDS, cancer, diabetes, heart disease, strokes and H1N1, plus financial disaster, homelessness, drugs, unemployment and Furlough Fridays.

I have heard from several sources that Hawaiians make up between 17-20% of the population of Hawai‘i. I have also found out 60% of the total students in the DOE not doing well are Hawaiian. Also, 60% of the men and women imprisoned are Hawaiians. Also, 60% of single mothers with children, and another 70% homeless in Hawai‘i are Hawaiian.

Dr. Albert Einstein once was a visiting professor at a New York University. As he walked down the hallowed halls to his lecture room, a young co-ed stopped him and asked him why didn’t he believe in God. Professor Einstein answered, “I believe there is a force in the universe greater than man. If you wish to call this force God, who am I to argue.” Then the co-ed asked, “Tell me why did God put us here on Earth?” Professor Einstein simply said, “To help others.”

Several years ago, my family and I met with our dear friend, Father Felix. He used to be at Kōloa’s St. Raphael’s Church and he was supposed to retire, but he went to several Catholic churches throughout Hawai‘i. Father Felix is from Belgium as was Saint Damien. Before we had lunch, I showed him a rosary he blessed for me years before. I told him, “This rosary is special to me because you blessed it.” And Father Felix said, “Anyone can bless.” Father Felix is now the priest at Kalalaua.

I am praying that you say to others, “Have a blessed New Year.” I bless you.

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Kamehameha Schools offers an array of exciting, educational summer programs available to students not enrolled at a KS campus.

**EXPLORATIONS SERIES**

The Exploration Series is comprised of three different summer boarding programs designed to inspire and develop leadership skills. Students may enter the series at any level. Programs are offered throughout the summer and are one week long.

**Ho‘omāka‘ika‘i**
For students entering the 6th grade
This program, formerly known as the Explorations program, centers on foundational Hawaiian themes, values and activities.

**Ho‘olauna**
For students entering 7th or 8th grade
The Ho‘olauna program exposes students to the unique sites found around Hawai‘i. Offered in Kona, Puná, Maui, Moloka‘i, Ko‘olau, Ko‘olaupoko, Kona-O‘ahu (Honolulu), Wai‘anae and Kaua‘i.

**Kūlia I Ka Pono**
For students entering the 8th or 9th grade
This program utilizes outdoor classrooms to help develop leadership skills and cultural and community responsibilities. Offered in Kona, East Hawai‘i, Maui and O‘ahu.

For program information including session fees, call 1-800-842-4682, dial 9 then extension 48272.

**KULA KA UWELA**

Kula Kauwela, or summer school, offers a diverse curriculum discovering core academic challenges, Hawaiian culture, the arts and culture-based/place-based/project-based learning applications.

**Summer School (Hawai‘i campus only)**
For students entering Kindergarten through 8th grade
Four-Week Session Dates: June 14 – July 9.

**Kindergarten – 5th grade program**
In addition to the four core (Language Arts, Social Studies, Science and Math), the elementary summer curriculum will focus on five major educational themes: ‘Ike Hawai‘i, Technology, Creative Art, Physical Education and Music.

**6th grade – 8th grade program**
The new middle school summer curriculum develops students’ academic readiness and reinforces critical skills in the areas of reading, writing and math. Students apply those skills in cultural situations through wahi pana (cultural site) visits and/or projects.

For program information including tuition fees, call (808) 982-0033 or e-mail us at hcssummer@ksbe.edu.

**Application Postmark Deadline:** February 27, 2010

Download an application of www.ksbe.edu/admissions or call 1-800-842-4682, ext. 8800

Kamehameha Schools’ policy on admissions is to give preference to applicants of Hawaiian ancestry to the extent permitted by law.