You may be seeing a lot more local produce in your favorite supermarket – everything from Puna papaya to Waialua asparagus to Honoka’a sweet potato – thanks to a new agricultural plan that has been completed by Kamehameha Schools. Completed in October 2009, Kamehameha’s Land Assets Division (LAD) has developed a long-range Strategic Agricultural Plan that could increase the market share of locally grown produce from 45 percent to 65 percent, bringing Hawai’i a step closer to self-sufficiency.

Other potential community benefits of the plan include a boost in the grass-fed beef industry; the resurrection of local dairies; an increase in renewable energy projects and the creation of an estimated 4,600 new jobs in rural areas.

The plan also calls for Kamehameha to upgrade water irrigation systems and to develop an active, collaborative relationship with farmers working KS lands and industry leaders. The agricultural plan was prepared to provide a framework, vision and strategy for optimal management of KS agricultural lands statewide.

The plan includes 10 major goals (see sidebar on page 8) and 21 accompanying specific strategies. The plan covers a 20-30 year time frame, with updates scheduled every five years.

“The Strategic Agricultural Plan is a business case for investment in Kamehameha Schools land and human resources, not just to improve financial returns, but to fundamentally revitalize agriculture in Hawai’i.”

– Neil Hannahs ’69
Director, Land Assets Division

Of those 88,000 acres, 71,000 acres are in use with 850 leases currently issued to agricultural tenants. The LAD team has developed a plan that focuses their division on every facet of agriculture, including renewable energy, water resources, forestry, pasture management, cultural resources and land legacy education.

“This is a homegrown plan. We did have consultants, but our continued on page 8

Above, Hawai’i island farmers Erik and Bill Beach ’68 are growing a Hawaiian variety of sweet potato called melemele. Below left, Erik Beach works the fields located in Honoka’a.
Cultivating Sustainable Communities
by Dee Jay Beatty Mailer ‘70

The tradition of mālama ʻaina – caring for the land – is at the heart of our Hawaiian culture. When our lands thrive, we and future generations do. This is the simple idea behind the Kamehameha Schools Strategic Agricultural Plan.

This long-range plan created by our Land Assets Division maps out a strategy for the management of 88,000 acres of fertile Kamehameha agricultural lands throughout the state. This precious ʻaina is part of the 365,000 acres of land placed in a perpetual endowment by our beloved Princess Pauahi in 1884 for the creation and support of Kamehameha Schools.

This land, that has helped sow the seeds of knowledge and pride in thousands of Hawaiian learners, will soon be the source of nourishment for the growth and sustainability of agricultural, dairy and renewable energy endeavors islandwide. Even better, it will help put 20 percent more locally grown produce into our neighborhoods, grocery stores.

Through the agricultural plan, Kamehameha will, along with the efforts of farmers in our state, restore and revitalize the traditional agricultural systems and crops of the past and be at the cutting edge of farming today.

We will support the farms of today, including The Happy Hawaiian farm in Honokaia run by Kamehameha alumnus Bill Beach ‘68 and his ‘ohana. And just as importantly, we will educate future generations of farmers to ensure that our agricultural lands are managed and cultivated in ways that sustain their vitality and productivity for generations to come.

In addition, our agricultural lands offer synergistic opportunities to harness and reuse some of nature’s resources in wind, sun and water. Such alternate and renewable energy is critical to a state that is 90 percent dependent on outside sources for its energy. If we, as a people and state, are to sustain the quality of life our families, our ways of life and the lands and seas that have nourished us, we must re-establish such stewardship as our kuleana.

This is what our Land Assets Division director Neil Hannahs ‘69 and his team have been entrusted with at Kamehameha Schools – the kuleana of caring for our agricultural and conservation lands in Hawai‘i.

We mahalo them for developing an agricultural plan that carefully balances educational, environmental, cultural and community benefit with economic ones, creating a brighter future for all of Hawai‘i.

Me ke aloha puhemana

Be Like Mike

Kamehameha Schools Kapalama president and headmaster Dr. Michael Chun, shown here reading to students, was recently honored with the 2010 University of Kansas Distinguished Engineering Service Award. Chun is an alumnus of UK, where he earned a bachelor’s in engineering and a doctorate in environmental health engineering. A role model for all Kamehameha students, Chun has also received the Distinguished Alumni Award from the University of Hawai‘i, where he earned a master’s in civil engineering and the Distinguished Service Citation from UK, the highest award given by that university. “The KU School of Engineering is very proud of Dr. Chun and his impressive accomplishments,” said Carl E. Locke, dean of the school. “He has had an obvious impact on Hawai‘i in a number of areas.”

Court Rules Doe vs. KS Plaintiffs Cannot Proceed Anonymously

In March, the United States 9th Circuit Court of Appeals issued a ruling unanimously affirming that four students who challenged Kamehameha Schools’ admissions policy cannot proceed under pseudonyms.

The plaintiffs were seeking to reverse decisions in U.S. District Court in 2008 and 2009 denying their motion to proceed anonymously with their lawsuit against Kamehameha Schools. The U.S. 9th Circuit Court of Appeals panel heard arguments on this case on October 13, 2009, and that court’s 3-0 ruling was posted on March 2, 2010.

Circuit Judge Robert R. Beezer wrote on behalf of the three-judge panel, “Few tenets of the United States justice system rank above the conflicting principles presented in this case: the transparency and openness of this nation’s court proceedings and the ability of private individuals to seek redress in the courts without fear for their safety... After carefully considering the issue, the magistrate judge and district judge decided that the prejudice to the defendants and the public’s interest in open courts outweigh plaintiffs’ fears of harm... We affirm.”

“We are gratified that the U.S. 9th Circuit Court affirmed the rulings of the district court in this case,” said Kamehameha Schools CEO Dee Jay Mailer. “We have been blessed from the outset that, if this case were to proceed, it should do so as openly and honestly as possible.

“We understand that these plaintiffs say their case warrants further, but we are heartened by the consistent, unanimous and affirmed legal determinations that have been made so far. Our legal team has done a great job of moving this case through the courts, and that has allowed the rest of our organization to stay focused on fulfilling Kamehameha’s mission.”

Mālama Card Savings – Direct to Your iPhone

With more than 160 merchants scattered across the islands, how is a shopper to know where to find Mālama Card deals? With Kamehameha Schools’ new Mālama Card app for iPhone!

The app is free to download and is available now on the iPhone app store (Keyword search: Mālama Card). The app allows iPhone users to see a list of participating Mālama Card merchants and their promotions.

Best of all, it sorts the list using your phone’s internal GPS. The Mālama Card iPhone app also includes maps, detailed merchant info, as well as a “virtual” Mālama Card, which shoppers can present to merchants to receive savings. No more fumbling through your wallet to find your card, just show your phone!

The app also allows you to “tweet” your savings or post your deals directly to your Facebook status.

The Mālama Card program is free to join. All merchants are tenants on Kamehameha Schools’ commercial properties. Shoppers can show their cards to receive discounts on dining, entertainment, apparel, professional services and more. Start saving today, download the free Mālama Card app for iPhone.
Results from the Hawaiian Cultural Influences on Education (HCIE) study are in and the news is good for Hawaiian keiki. There is mounting evidence to suggest that culturally relevant teaching and learning strategies contribute to student success. The HCIE study examines relationships between culture-based educational (CBE) strategies and student outcomes. The study, researched between 2005 and 2007, also identifies promising practices that teachers and schools can use to make a positive difference in student learning.

HCIE is a collaborative effort between Kamehameha Schools, the Hawai'i Department of Education (DOE) and Nā Lei Na‘au‘au, an alliance of Hawaiian-focused public charter schools. According to co-principal investigator Shawn Kana‘iaupuni ‘83, Ph.D., of Kamehameha’s Research & Evaluation division, ‘HCIE is the first large-scale, community-based research project of its kind. Prior to this study, very little data existed regarding the impact of culture-based educational strategies on students across the state.’

Study participants represented a wide variety of middle and high schools on Kaua‘i, Oahu, Moloka‘i, Maui and Hawai‘i and included conventional DOE schools, kula kaiaupuni (Hawaiian immersion programs), Kamehameha Schools’ three K-12 campuses and public charter schools (both Hawaiian-focused and others).

The study included 600 teachers, 2,969 students and 2,264 parents from 82 participating schools.

Co-principal investigator Shawn Kana‘iaupuni ‘83, Ph.D., explains, “Like other indigenous groups across the globe, we’ve known all along that culturally responsive education matters and this study helps us to understand the range of CBE teaching strategies in our state and their connection to student outcomes.”

The data suggest that teachers who use greater amounts of CBE strategies contribute to positive learning outcomes in their students.

Among participating teachers, just over half (53.5 percent) utilize minimal amounts of CBE, a third (33 percent) are Moderate CBE Teachers, and 13.5 percent are High CBE Teachers.

Positive, statistically significant differences were found between students in High CBE classrooms and those in Low CBE classrooms in several key areas of socio-emotional development: school engagement, community attachment and giveback, and cultural knowledge and practice. “What’s really exciting is that the findings help redefine what success can mean for our keiki and ‘ōpiao. Many in our community feel that test scores are only part of a fuller picture of success. Cultural connectedness, strong ties to family and community, stewardship practices, and engagement in learning are equally important measures of success,” Ledward said.

At the same time, the study indicates that culturally relevant teaching and learning strategies are positively associated with student achievement on standardized tests.

CBE strategies are linked with improved socio-emotional development of students, which in turn is also positively linked with higher test scores in reading and math.

The claim that CBE may contribute to student academic performance may not be that far-fetched.

“One finding that often surprises people is that culture-based educational strategies are correlated with best practices in teaching. The data show that teachers who use CBE approaches with their students employ ‘best practices’ at higher rates than those who do not. In other words, conventional academic rigor isn’t being sacrificed when applying culture-based educational strategies,” Ledward said.

“These results – though promising – are only the beginning,” said Nolan Malone, Ph.D., director of the KS Research & Evaluation Division. “They raise further questions that warrant future study.

“Still, we learned there is a positive relationship between CBE and achievement – one that will only become clearer with more research. We also discovered that the impact of culturally responsive education is strengthened by the shared use of these strategies within a school,” Malone added.

For more information about culture-based education and the HCIE study, visit http://www.ksbe.edu/spi/cbe.
SHAPING HAWAII’S FUTURE
Kamehameha Schools’ alumni legislators are serving as role models for all Hawaiians

They may debate the issues but when Kamehameha alumni legislators are asked about the importance of civic involvement, their vote is unanimous – Hawaiians have the kuleana to be engaged in their communities to help ensure a vibrant future for all of Hawai‘i’s people.

Six Kamehameha graduates are serving the people of Hawai‘i as members of the 2010 Hawai‘i State Legislature. They are among roughly 30 Kamehameha alumni known to be working at the legislature this session in a variety of capacities.

The contingent includes Sens. J. Kalani English KSK’84, Brickwood Galuteria KSK’73 and Clayton Hee KSK’71, and Reps. Faye Hanohano KSK’71, Hermiina Morita KSK’72 and Roland Sagum III KSK’73.

Together, they represent voters on every major Hawaiian island. Here’s a look at these lawmakers and what fuels their passion for public service.

Sen. J. Kalani English
Years in office – 10
Democrat
District 6 – Hāna, East and Upcountry Maui, Moloka‘i, Lāna‘i and Kaho‘olawe

Q: Why did you decide to run for public office?
English: My commitment to public service combined with my interest in government convinced me that the best way to serve my community was to participate directly in the legislative process. While there are many ways we can make a difference as individuals, I felt that for me personally, my skills were most appropriate for the kind of discussion, consideration, and planning that goes into proposing and passing laws.

Q: Why is it important for Hawaiians to take part in the political process?
English: If we want to preserve the rights we have, seek additional rights we deserve, and build the best community possible, there is no better avenue than getting involved in the political process. The great majority of vital policy decisions affecting us and our communities are made through that process. Ignoring politics isn’t a solution; it contributes to the problem.

Q: What are the most important issues facing Hawaiians today?
English: Without doubt, questions centering on self-governance and self-determination rank at the top of vital Hawaiian issues. Whatever form that takes – and I agree that there is room for debate – we must ensure that we earn our future. In addition, though, the Hawaiian community should be prepared to look beyond those issues at other matters that are important to the community at large.

We need to take a broader view than just “Hawaiian issues,” to “Hawai‘i issues.”

Q: How did Kamehameha prepare you for a career in public service?
English: The general educational opportunities that Kamehameha offered made a tremendous difference. In addition, the tight-knit school community taught me how important it is to develop a self-supportive environment where individuals can express their views and grow in their own ways. Like many, I also found inspiration in Pauli’s model; she took a broad view of the best way to help the Hawaiian people, and saw that she could make a difference by laying a foundation for future success.

Q: What would you say to students who are considering a career in public service?
English: I have found no greater reward in my life than working to make a difference for the people I serve, and I believe that I will never find any satisfaction greater than that which I feel when I am able to make things better. Your life can take on new meaning when you look beyond yourself to the things that challenge those around you, and try to make a difference. There are significant challenges in public service; it is not a road to great wealth and your time is seldom your own. But the return and satisfaction are immeasurable and unmatchable.

Sen. Brickwood Galuteria
Years in office – 2
Democrat
District 12 – Iwilei, Chinatown, Downtown, Kaka‘ako, Ala Moana, Waikīkī

Q: Why did you decide to run for public office?
Galuteria: First and foremost, I want to serve Hawai‘i and the community I love. The 12th Senate District is where I grew up, raised a family, spent my entire professional career and now proudly represent. Going forward, I firmly believe that Native Hawaiians will become a serious force in state governance. If I’ll take commitment, but I’m confident with this reality.

Q: Why is it important for Hawaiians to take part in the political process?
Galuteria: Civic engagement is key to self-determination. As the host culture, stewardship of our ‘āina is an imperative. We can and must guide policy making with a foundation grounded in our cultural values. The sooner we engage as a unified voice, the quicker we affect public policy.

Q: What are the most important issues facing Hawaiians today?
Galuteria: Preservation of native rights, cultural resources and ensuring that opportunities for advancement are attainable for future generations of Hawaiians. I’m quite encouraged by the growing numbers of kanaka maoli engaged in professions such as law, business, media, medicine and so on. To that end, I hope to see an increase in the numbers of Hawaiian policy makers, policy analysts and legislative staffers.

Q: How did Kamehameha prepare you for public service?
Galuteria: Each year at Founders Day, we pledged to be “good and industrious men and women.” Public service is how I answer my pledge to Kamehameha School. I have found no greater reward in my life than working to make a difference for the people I serve, and believe that I will never find any satisfaction greater than that which I feel when I am able to make things better. Your life can take on new meaning when you look beyond yourself to the things that challenge those around you, and try to make a difference. There are significant challenges in public service; it is not a road to great wealth and your time is seldom your own. But the return and satisfaction are immeasurable and unmatchable.

Sen. Clayton Hee
Years in office – 14
Democrat
District 23 – Kahuku, Lā‘ie, Ka‘a‘awa, Kane‘ohe

Q: Why did you decide to run for public office?
Hee: I decided to run for office because of my involvement in stopping the bombing of the island of Kaho‘olawe; halting the evictions of the tenant farmers of Waiānale and Wai‘olihe Valleys on windward O‘ahu; my belief in “keeping the country, country;” and because of the under-representation of legislators of Hawaiian ancestry at the Hawai‘i State Capitol.
Q: Why did you decide to run for public office?
Hanohano: I decided to run for office to give people a choice, to give back to my community and to the state of Hawai‘i. My na‘au felt it was the right time for Hawaiians to have a lea hana (working voice) in the legislature.

Q: Why is it important for Hawaiians to take part in the political process?
Hanohano: It is important for Hawaiians to take part because we (Hawaiians) are threatened, therefore, we must maka‘ala these important parts of our collective identity. We need to determine our destiny. There is no justice in this world until Hawaiians can be assured of public health and safety, and to protect the common values that we share to ensure sustainable and vibrant communities.

Q: What issues do you see Hawaiians facing today?
Hanohano: The most important issues facing Hawaiians today is to help set the direction for the future of our state and our residents. Understanding the political process is precedent to Hawaiians restoring our Hawaiian government.

Q: Why did you decide to run for public office?
Hanohano: I decided to run for office because I believe in the political process and in serving my constituents. As a member of the ROCYC program and its football team, the honor of having classmates from every island during my time at Kamehameha gave me a unique experience in understanding our similarities and differences while at the same time being a common Hawaiian ancestry.

Q: What would you say to students who are considering a career in public service?
Hanohano: I firmly believe public service to our community should be a requirement for graduation at Kamehameha. Humility and service to our keiki and kupuna prepares us for a fuller appreciation of who we are and what role each of us has toward making our community a better place. That, to me, is the essence of public service.

Q: What are the most important issues facing Hawaiians today?
Hanohano: The most important issues facing Hawaiians today is being pono with ourselves, and starting the healing and wellness process.

Q: What are the most important issues facing Hawaiians today?
Hanohano: It is important for Hawaiians to take part because we (Hawaiians) need to determine our destiny. There is no justice in this world until Hawaiians have justice.

Q: How did Kamehameha prepare you for a career in public service?
Hanohano: Kamehameha prepared me for a career in public service by increasing my ‘ike (knowledge) and reaffirming that a person can külia i ka nu‘u (excel) in any path he or she chooses by ho‘omau a me ka ‘onipa‘a (perseverance and being steadfast).

Q: What would you say to students who are considering a career in public service?
Hanohano: I would say to students who are considering a career in public service: Kamehameha Schools taught me to be responsible for my actions. I learned that it is their responsibility.

Q: What are the most important issues facing Hawaiians today?
Hanohano: We need to help set the direction for the future of our state and our residents. Understanding the political process is precedent to Hawaiians restoring our Hawaiian government.

Q: Why did you decide to run for public office?
Hanohano: My inspiration to run for elective office was gained from my mother, Juliette Ching Segun KS’52. She was a staff member to U.S. Sen. Daniel K. Akaka ’42 until her retirement from the senator’s office around 2001. She was a long-time employee of the Hawai‘i State Legislature, serving with former speaker Takan Reppu, former speaker James Wakahaku, retired judge Walter Hearn and former Representative T. C. Yim. I literally grew up connected to the political world because of my mother’s association with it. Therefore, when an opportunity presented itself to run for the House of Representatives, I felt that it was my responsibility to run for elective office.

Q: How did Kamehameha prepare you for a career in public service?
Kamehameha made me more confident in my abilities to do whatever I wanted to do. While I was a senior at Kamehameha, I was privileged to serve as the student body president. That opportunity provided me the time to meet other students throughout the state and learn our similarities and differences. Kamehameha provided me with discipline as a member of the ROCYC program and its football team.

Q: Why did you decide to run for public office?
Morita: I ran for office because no one else would step forward to run against the incumbent of the seat I now hold. I felt that many people disagreed with the incumbent on lots of issues, and that voters should be given a choice rather than the incumbent of the seat I now hold. I felt that it was my responsibility to run for elective office.

Q: What are the most important issues facing Hawaiians today?
Morita: Keeping our lands, identity and values.

Q: How did Kamehameha prepare you for a career in public service?
Morita: Growing up on Lī‘iwa‘a and being kind of shy as a child, I think being accepted at Kamehameha as a border helped to bring me out of my shell. Kamehameha didn’t prepare me for a career in public service but attending Kamehameha made me more confident in my abilities to do whatever I wanted to do.

Q: What would you say to students who are considering a career in public service?
Morita: There appears to be, especially on a national level, a movement to denigrate government workers. I believe a career in public service, whether as elected official, civil servant or other public sector jobs, should be viewed as working in honorable professions to serve one’s community to make a better quality of life for all of us. We all rely on public servants to help create a stable society so that we all can prosper and be assured of public health and safety, and to protect the common values that we share to ensure sustainable and vibrant communities.

Q: What issues do you see Hawaiians facing today?
Morita: We need to help set the direction for the future of our state and our residents. Understanding the political process is precedent to Hawaiians restoring our Hawaiian government.

Q: What would you say to students who are considering a career in public service?
Morita: That it is their responsibility.
While the layperson might stand on Keawe Street in Kaka'ako and see rows of warehouses and hear delivery trucks pounding over potholes, graduate students from the University of Hawai‘i at Mānoa’s School of Architecture pay attention to the direction of the wind. They smell the salt air a half mile away at Point Panic, and realize they’ll have to incorporate the environment into their design.

This semester, nine students in professor Amy Anderson’s graduate design studio class are redesigning Kamehameha Schools’ Keawe Street parcel as part of a class assignment. The students’ timing couldn’t be better. Kamehameha’s 29-acre master-planned development “Kaiāulu ‘o Kaka’ako” won approval from the Hawai‘i Community Development Authority in September 2009. The final design stage of the 15-year plan is currently underway.

The students are experimenting with ways of bringing a sense of place and Hawaiian culture to Kaka’ako through architecture, and their experiences on the street will serve as inspiration. Throughout the semester, asset managers from Kamehameha’s Commercial Real Estate Division have offered the students feedback and guidance. Unlike the real world, the assignment is not bound by finances or regulatory rules, so the students are encouraged to stretch their creativity and explore the unconventional.

“Their ideas are fresh and thoughtful. These students represent the new generation of people who will live, work and play in Kaka’ako, so it’s beneficial for us to hear what they would envision for their community,” said KS senior asset manager Christian O’Connor. Zach Ikaika Bantolina is one of the graduate students working on the Keawe Street project.

A class of 2000 graduate from Mililani High School, Bantolina is a recipient of Kamehameha Schools’ Nā Hoʻokama a Pauahi and ‘Imi Na‘auao scholarships.

“As a kanaka maoli, I am living through the renewal of our cultural identity. In my pursuit in architecture, I have found my way to contribute to that renewal,” Bantolina said.

For Bantolina and his colleagues, this assignment goes beyond a facelift. Their challenge will be to incorporate an authentic, Hawaiian sense of place into a modern streetscape. They will use history as a reference to create architecture that is both physical and cultural.

“My manaʻo about Kaka’ako is to tell traditional stories of Kaka’ako through the built environment,” Bantolina said.

The final project for the class will feature three-dimensional models of a new Keawe Street. In keeping with the real-world application, the students will present their ideas in May to Kamehameha staff members who are designing the actual model of a 21st century Keawe Street.

“This is an opportunity for both sides to inspire each other,” O’Connor said. “Hopefully Kamehameha’s Kaiāulu ‘o Kaka’ako project can include some versions of the students’ modern ideas.”

The First Nations’ Futures Program develops future leaders from Hawai‘i, Aotearoa and Stanford University to make significant contributions in the area of indigenous land stewardship.

For program information including eligibility requirements and yearlong scheduling, visit www.fnfp.org or call (808) 541-5346.

Download an application today at www.ksbe.edu/admissions or call 1-800-842-4682 ext. 8800.
A fresh and energetic group of Kamehameha Schools Kapalama high school students promote their passion for surfing while giving back to the community, generating powerful waves of aloha that are steadily ripping through the local surfing world and beyond.

Founded in September 2008 by KS Kapalama high school biology teacher Lea Arce, the Kamehameha Schools Surfers Give Back Club has a membership of more than 85 students in grades 9 through 12. The club includes 29 members who form the KS Surf Team and compete in bodyboarding, longboarding and shortboarding against other schools as a spring sport.

“Our mission is to make sure the students learn to give back to the community using surfing as a platform,” said Arce, Surfers Give Back Club adviser and surf coach. “We do this by engaging in various community service activities throughout the year, and incorporating stewardship, conservation and Native Hawaiian values into everything we do.”

The club recently hosted its annual Surf Sample Sale and Awareness event on campus, raising approximately $1,500 for Shriners Hospitals and the Queen Liliʻuokalani Trust. Students have also volunteered at the Duke Kahanamoku OceanFest, participated in numerous island beach cleanups and worked in the lo‘i kalo for Keiki O Ka ‘Āina.

“Working in the lo‘i kalo with all these people from the club, I felt connected to them and connected to the land,” said club president Ariel Navares KSK’10. “It was a good opportunity for us to give back to the community and give back to the land, the ‘āina.”

Not only does the club offer community service learning, but it also allows for competition experience. For the first time in school history, Navares and other club members will have an opportunity to compete against ILH and OIA schools as the Kamehameha Schools Surf Team.

“Students will compete in bodyboarding, longboarding and shortboarding,” Arce said. “We’ve got eight different contests. The club features some exceptional surfing talent, led by Ezekial Lau ’12, who started catching waves before kindergarten.

“I started surfing when I was 4-years-old,” Lau said. “My dad saw I loved the water. He put me in contests and was really supportive. I wouldn’t be where I am today without my dad.”

Lau serves as the club’s boys team captain and encourages his peers to get involved with the Surfers Give Back Club. “It’s fun to meet other people that surf and have the same level of interest in the sport,” he said.

In January, Lau represented Hawai‘i in the prestigious 2010 World Junior Surfing Championships, held in Auckland, Aoteaora (New Zealand).


Similar to Lau, Navares has also enjoyed success in the water. Winning her division in the 2009 Freedom Surf Contest at Kūhiō Beach, Navares credits her passion for the sport to her ‘ohana.

“I was 7-years-old and we learned at Bellows in Waimānalo,” Navares said. “My dad taught us on a 9-foot board and I would lay in the front while my sister lay in back of me. A few years later, I learned to surf on my own.”

Ten years later, Navares and her sister still hit the beach every weekend.

The KS Surf Team is heading to the national championships in Huntington Beach, Calif., on June 27-July 4. “We are asking for help – donations for support for our trip. We are definitely going and please e-mail me if you can help us,” Arce added. Her e-mail address is learce@ksbe.edu.

To get involved with the Surfers Give Back Club, or for more information, visit http://kapalama.ksbe.edu/high/clubs/sgb/Main.html.
team really drove it,” Hannahs said. “The identification of goals, the application to our lands – it all came from within our dedicated LAD team.”

Historically, Kamehameha has taken a more passive role in land stewardship, letting those with expertise and passion, such as Hawai‘i’s farmers, work the land and grow their businesses.

“We now know that in order for farming to work in the long-term, we need to invest in our lands to make them productive for our mission, eliminating any notion that the lands are a burden of ownership due to the cost of maintaining them,” Hannahs said.

To do so, Kamehameha Schools expects to invest more than $22 million during the 20-30 year lifespan of the plan on capital improvements including land clearing and preparation, the development of agricultural processing facilities, and irrigation system upgrades, repairs and expansions.

Under the leadership of na waina (places with water). “The sugar plantation irrigation infrastructure needed to be replaced in order to ensure that the water supplied to the fields was not at a hierarchical value over the stream itself, Hannahs said.

“Maximizing the benefits to man at the expense of the natural resource itself is an out-of-balance strategy and you pay the price later. We have to be more considerate of the needs of nature.”

A key component of the agricultural plan is the dedicated farmers who are committed to cultivating the land. A challenging occupation, farmers deal with fluctuating market prices, spells of drought, threats from rodents and insects, not to mention long hours of working in the sun.

Yet, there are many who continue to make farming their labor of love. In 2000, Bill Beach ’68 acquired 10 acres of land in Honoka‘a on the east side of the Hawai‘i island through Kamehameha Schools’ agricultural leasehold program. Beach’s

Kamehameha regional asset manager Ka‘eo Duarte and water resources engineer Losia Lindsey, LAD has already begun working to rethink and revitalize 100-year-old plantation water systems, as well as design/build new systems to serve the diversified needs of this era while honoring

company “The Happy Hawaiian” includes himself, his wife Lori who does the administrative work and marketing, son Erik and Erik’s wife Jonelle.

The company currently grows sweet potato and dry-land taro and recently started supplying KTA stores and T. Kaneshiro Store with their Hawaiian variety of sweet potato called melemele. Through last fall and winter, the company ‘ohana produced between 1,000 to 2,010 pounds of sweet potato each week and said their long-term goal is to double this production.

Bill Beach, who will soon add watermelon to his repertoire, said he is all for Kamehameha’s new approach in supporting its farmers.

“I’m still digesting the plan but my initial reaction is joy that is evolving into what feels like pride. The intention is awesome. It’s a game changer, the effects of which will be felt for generations.”

—Bill Beach ’68, Honoka‘a farmer

Kamehameha Pineapple Company is just beginning to market chocolate made from the fruit of the cacao plant (above).

Tom Menezes (left) of Hawaiian Pineapple Company is just beginning to market chocolate made from the fruit of the cacao plant (above).
The Kamehameha Schools land portfolio includes 181,375 acres of agricultural land and 176,895 acres of conservation land on the islands of Hawai‘i, Maui, Moloka‘i, O‘ahu and Kaua‘i.

Kaua‘i
10,855 total acreage
Agriculture: 1,215
Conservation: 9,640
Genealogy: Kona, Kamehameha V, Ke‘elikolani

O‘ahu
46,985 total acreage
Agriculture: 14,755
Conservation: 32,230
Genealogy: Pa‘ikū, Konia, Kamehameha V, Keku‘ana‘o‘a, Keku‘aiwa, Ke‘elikolani, Kamāmalu, Leleiōhoku

Maui
2,465 total acreage
Agriculture: 1,265
Conservation: 1,200
Genealogy: Ke‘elikolani, Kamāmalu

Moloka‘i
4,900 total acreage
Agriculture: 3,270
Conservation: 1,630
Genealogy: Kamehameha V, Leleiōhoku

Hawai‘i
293,065 total acreage
Agriculture: 160,935
Conservation: 132,130
Genealogy: Kamehameha V, Kama‘malu, Bishop, Keku‘aiwa, ‘Akahi, Ke‘elikolani, Konia, Lunalilo, Mahune, Keku‘ana‘o‘a, Leleiōhoku

The Kamehameha Schools land portfolio includes 181,375 acres of agricultural land and 176,895 acres of conservation land on the islands of Hawai‘i, Maui, Moloka‘i, O‘ahu and Kaua‘i.

Tom Menezes is a senior vice president and partner with Hawaiian Pineapple Company Co. LLC, which leases 28 acres from Kamehameha Schools on Hawai‘i island near Hilo. Their main crop is “Hawaiian Crown” brand pineapple which they sell along with apple banana to Foodland and Armstrong Produce.

“Kamehameha’s strategic agricultural plan fits closely with our Hawaiian Crown plan,” Menezes said. “We need to educate the younger generation and pass on our knowledge of agriculture and taking care of the ‘āina while also providing jobs in Hawai‘i.”

Menezes, who carries degrees in tropical agriculture and plant pathology from the University of Hawai‘i and has more than 30 years experience in producing tropical crops in Hawai‘i, is experimenting with a new product that most everyone everywhere loves: chocolate, which is made from the cacao plant.

He has a diploma in Gourmet Continental Chocolates, the teaching institute for the Confectionary and Chocolate Industries, and recently developed his own recipe for dark chocolate.

In October of 2009, he secured his manufacturer/processor-confectionary permit and has begun chocolate distribution to a few restaurants on Hawai‘i island.

“The hope is that KS’ agricultural plan will be good for Menezes, good for Kamehameha Schools, and good for everyone who likes chocolate as well.”

The Kamehameha Schools’ Distance Learning Branch is offering two online learning programs designed to bridge cultural learning with the convenience of today’s technology.

‘A‘O MAKUA

‘IKE HAWAI‘I
An award-winning online program offered to all high school students in Hawai‘i and across the Continental U.S. Apply online at http://ksdl.ksbe.edu/ikehawaii by June 4, 2010.

For program information about fees, high school credit and other details, contact us at http://ksdl.ksbe.edu or call (808) 842-0897.
How are you doing in these economic times?

As I was watching the Olympics recently, someone asked, “What is the one thing Wall Street and the Olympics have in common? The answer? Synchronized diving!”

A friend of mine told me that the economy is so bad, he saw four CEOs playing miniature golf! You know times gotta be tough!

In times where we have had strained relationships or situations and we don’t know where to look for help, our situations can seem hopeless. But there is always a solution!

Our spiritual theme at KS Kapālama this year is “Kū Hohonu, Kū Kehakeha,” which you can take to mean, “Dig Deep, Reach High.”

The New Living Translation of the Bible tells us in Colossians 2:6-7, “And now, just as you accepted Christ Jesus as your Lord, you must continue to follow Him. Let your roots grow down into Him, and let your lives be built on Him. Then your faith will grow strong in the truth you were taught, and you will overflow with thankfulness.”

Imagine a beautiful koa tree with its strong trunk protruding out of the ground, those many roots that you can see that are supporting that strong trunk and finally the winding branches that provide such great coverage over the ground. That image shows me a picture of our spiritual theme!

Deep roots that are strong and supportive and high arching branches that are reaching for the heavens. These visions come to light when recalling some of our students at KS Kapālama who have recently needed to dig deep while reaching high.

TC (Tyler Christian) Campbell ’10 was our varsity football quarterback who led us to the state championship. Alika Bell ’10 was a wide receiver with the football team, however, he was also the top ILH golfer and will be remembered as the winner of the “closest to the pin” contest at this year’s Sony Open – even better than all the professionals!

The final group of people I found out about was our varsity cheerleaders, who recently won the National Cheerleading Championships in Orlando, Florida.

“Digging Deep” can mean different things to different people. For TC, after being awarded the starting job in the middle of the ‘Iolani game, he began to dig deep by watching films more intensely and putting in extra practice time with his receivers after everyone else left.

Alika says for him it means “repetition.” He would do the same swing so many times that it became “ingrained in him.”

Melissa Beimes ’93, varsity cheerleading coach, said that there are always times when the girls need to find the will within them to come to practice, do the same routine hundreds of times and discover the desire to “cheer on.”

“Reaching High” was an action that each of these students believed in and accomplished this year.

As God constantly is on the sideline cheering for you every day, why not let Him into the game and cheer right next to you? God’s design for all of His creation is to be lifted and encouraged. He did not create us to leave us alone and try to figure out life!

In order for us to reach high, however, we must be willing to dig deeper than we may be accustomed to doing. Some of us may lack a vision or are striving so hard to accomplish our dreams that we are not able to see the dreamers around us! How hard are you willing to dig in order to accomplish a task today? How deep are you willing to sacrifice to do what God has in store for you and your ‘ohana?

Great goals are just that until you put some action into it to become reality. Get your shovel ready! And how are you reaching up to the heavens? Is it a morning stretch or a marathon runners stretch? I encourage you that we are in a marathon when it comes to life.

Whatever you are faced with…whatever we as Kamehameha are faced with, God has a design and a plan that if we follow it in His way, we will reach higher than we ever expected.
Despite a global economic recession that deflated Kamehameha Schools’ endowment by $2.2 billion, Kamehameha continued to extend its reach into the Hawaiian community by serving more than 44,400 learners through its preschools, campus programs, community education programs, scholarships and collaborations with community partners.

The number of learners served represents a 16 percent increase over the previous year as Kamehameha completed the fourth year of its 10-year Education Strategic Plan.

“Year four of the Education Strategic Plan was to be the start of our evaluation phase, yet we continued to increase our reach to learners, parents and caregivers,” said Kamehameha Schools CEO Dee Jay Mailer.

“As we move forward into year five of the plan, we will continue to measure the impact of our educational programs and services in order to improve and assure that we are moving our mission forward.”

Kamehameha Schools’ educational trust spending totaled $258 million, including $97 million ($83 million in direct spending) on community outreach programs.

Trust spending was at 3.4 percent, down from 4.1 percent the previous year as Kamehameha took prudent measures to moderate spending during volatile economic times without compromising programs.

As of June 30, 2009, the fair market value of the Kamehameha Schools endowment was $7.2 billion.

Since the inception of the Education Strategic Plan in 2005, Kamehameha Schools has now spent more than $1.2 billion on trust spending including its campus and community outreach education programs.

Educational highlights for the fiscal year included:

• More than 1,500 students served in 84 Kamehameha preschool classrooms at 31 sites across the state
• More than 1,600 Pauahi Keiki Scholarships (PKS) awarded totaling $10 million at 144 non-Kamehameha Schools preschools
• The awarding of 240 PKS Kindergarten Scholarships totaling $1.2 million for Hawaiian students to attend other private schools
• Support for 17 Hawaiian-focused public charter schools totaling $7.8 million in per-pupil funding
• $18.2 million awarded to more than 2,700 students for post-high scholarships

Organizational highlights for the year included:

• The unveiling of the Kaliaulu ‘o Kaka’ako Master Plan in November of 2008. The plan calls for transforming 29 acres of Kamehameha’s Kaka’ako lands into a vibrant, pedestrian-friendly and environmentally friendly sustainable urban village. The project received the blessing of the Hawai‘i Community Development Authority in September of 2009.
• A May 2009 Gold Award of Excellence for the Kamehameha Schools Distance Learning program. The award recognized Kamehameha’s program as one of the top ten distance learning programs in the country.

Since the inception of the Education Strategic Plan in 2005, Kamehameha Schools has now spent more than $1.2 billion on trust spending including its campus and community outreach education programs.

• More than $29 million awarded in preschool and post-high scholarships representing an increase of nearly 23 percent over the previous year
• The education of approximately 5,300 students on three Kamehameha Schools campuses located at Kea’au, Hawai‘i; Pukalani, Maui; and at Kapalama, O‘ahu
• The adding of eight new sites to the Literacy Instruction & Support program where Kamehameha teachers go into the public schools with high concentrations of Hawaiian students. There are now 21 sites serving 218 K-3 classrooms.

“To achieve Ke Ali‘i Pauahi’s goals, we have to reach both inside and outside Kamehameha Schools’ walls,” said Chris Pating, Kamehameha vice president of Strategic Planning and Implementation. “Going forward, Kamehameha Schools will continue to focus on extending its outreach efforts in the areas of early childhood education and literacy improvement.”

“Kamehameha Schools’ mission is to fulfill Pauahi’s desire to create educational opportunities in perpetuity to improve the capability and well-being of people of Hawaiian ancestry.”

Hoaliku Drake Preschool student Jacquelynn Griepe-Lima is one of the 1,500 students served by Kamehameha preschools in fiscal year 2009.
Kamehameha Schools Steps Up to Face Economic Challenge

It is easy to see the fiscal year that ended June 30, 2009 as one of deficit. Certainly, it was challenging.

As with other large educational endowments, our portfolio was jarred by the shockwaves emanating from the global economic crisis. As you will read in this annual report, our Endowment returned a net loss of nearly 21 percent for the year, but remains on track from a long-term perspective.

In fact, our 10-year return is in striking distance of our long-term goal of exceeding inflation by 5 percentage points (1 percent for growth, 4 percent for spending), allowing us to protect Pauahi’s assets and extend our reach over the long term.

In the midst of the economic turbulence, however, were significant and heartening gains.

• Four years into our Education Strategic Plan, Kamehameha Schools served 44,400 learners and their families through our campus and community programs and collaborations.
• We doubled the outreach of our successful Literacy Instruction and Support program, providing classroom support for keiki and their parents in 218 classrooms and 21 public schools.
• Our preschool graduates demonstrated the value of early education and parent involvement, performing in the top tiers of their classes as they reached their third-, fifth- and seventh-grade levels – whether they attend private schools or public schools.

Most impressive of all is the way our ‘ohana joined hands and hearts to ho’omau, never losing sight of our mission to improve the capability and well-being of Native Hawaiians through education.

Kamehameha Schools Board of Trustees

J. Douglas Ing, Micah Käne, Diane Plotts, Corbett Kalama and Nainoa Thompson.

Most impressive of all is the way our ‘ohana joined hands and hearts to ho’omau, never losing sight of our mission to improve the capability and well-being of Native Hawaiians through education.

Working together, staff, leadership and trustees trimmed budgets by a collective 10 percent, deferring long-planned capital projects and professional development opportunities to make sure that our educational commitments were fulfilled. Budgets were further reduced by maintaining 2008 salary levels and in some instances instituting pay reductions.

Our staff in Educational Support Services acted quickly to provide mid-year financial aid to haumāna whose families were affected by our declining local economy, while staff in our Commercial Real Estate Division worked with impacted tenants, whose economic vitality supports our educational mission.

As the year ended, we bid a fond “aloha” to trustee Robert Kihune KSK ’55, who steered our ship with grace and devotion and we welcomed trustee Micah Käne KSK ’87 who brings demonstrated knowledge of and commitment to Hawaiian well-being to our leadership.

We are now two-thirds of the way through our 2000-2015 Strategic Plan and have seen significant progress in achieving our goals. We have welcomed new expertise in land stewardship, water resource management and Hawaiian culture into our hale and we look forward to sharing that progress as we prepare to begin the next generation of planning to keep our trust operating solidly into perpetuity.

As we review the year that has passed, we are reminded of Pauahi’s example.

Faced with the adversity that had befallen our people, Pauahi acted to restore Native Hawaiians to robust health. Her vision and spirit are alive in the haumāna ready and anxious to learn.

They are alive in the staff who practice ethical and prudent stewardship of our valuable resources, and who come to work every day with our mission in their hearts, no matter how great the challenge before us.

Me ka ha’aha’a,

Trustees

J. Douglas Ing KSK ’62
Corbett A.K. Kalama
Micah A. Käne KSK ’87
Diane J. Plotts
Nainoa Thompson

CEO

Dee Jay Mailer KSK ’70
encouraging results are emerging reflecting the impact Kamehameha Schools is having in improving the well-being of Native Hawaiians four years into the organization’s Education Strategic Plan.

These impact findings are the results of the 2008-09 “evaluation phase” of the education plan, which included collaborative assessments of how effectively programs achieved their intended outcomes. Activities featured formal studies, directed data gathering, research projects and ongoing program monitoring.

Through consistent monitoring, review and assessment, Kamehameha’s Research & Evaluation group found the schools’ three-pronged approach to its education programs highly effective.

This approach involves the simultaneous engagement of haumāna, their parents and educators working collaboratively to achieve educational success.

Kamehameha’s Community-based Early Childhood Education (CBECE) division successfully demonstrated this model for researchers.

Combining developmentally appropriate content for young keiki with active participation opportunities for parents while supporting staff members in their professional development endeavors, CBECE set the stage for strong long-term impact among former Kamehameha Schools’ preschool students.

Kamehameha currently operates 33 preschools on five islands enrolling approximately 1,500 children. A preschool tracking study commissioned by Research & Evaluation showed promising results.

“Kamehameha preschool alumni actually fared in the top levels of math and reading at third grade, fifth grade and seventh grade in public schools,” said Dr. Nolan Malone, director of Research & Evaluation.

“This shows a sustained effect of how Kamehameha preschools helped to improve the outcomes of Native Hawaiian children in the public schools,” Malone added.

Other community education programs showed exceptional results as well.

“Kamehameha’s Enrichment Division, which channels students through its Explorations Series, received high marks from student learners,” Malone added.

continued on page 5

Kamehameha CEO Dee Jay Mailer.

“We learn from them every day, and they, in turn, help us move our mission forward.”

– Nolan Malone, director, Research & Evaluation

The Education Strategic Plan

Based on the Kamehameha Schools Strategic Plan 2000-2015, Kamehameha’s Education Strategic Plan offers a framework to create long-term, intergenerational change for Native Hawaiians via education.

The Education Strategic Plan advances Kamehameha Schools’ mission and features three strategic priorities. The first is to “Optimize and Build” for young learners ages prenatal to 8; then “Sustain the Educational Momentum” for learners in grade 4 through post-high school; the third priority is to “Innovate and Optimize” on Kamehameha campuses.

To read the plan in its entirety, please visit: www.ksbe.edu/annualreports.

Community Collaborators Helping Kamehameha Schools Achieve Its Mission

In fiscal year 2009, Kamehameha Schools invested $16.8 million in collaboration efforts with more than 45 community organizations located statewide to offer Native Hawaiians multiple opportunities to thrive through education.

The top six collaborators were Alu Like, Hawaiian-focused charter schools, the Hawai’i state Department of Education, INPEACE, Kumu O Ka ‘Āina Learning ‘ohana and the University of Hawai’i.

“We know Kamehameha Schools cannot reach every Native Hawaiian student and their families on our own, so it’s important that we support our community partners who can, with much needed funding and in-kind support,” said Kamehameha CEO Dee Jay Mailer.

continued on page 5

Studies Show Kamehameha Community Outreach Programs Having Positive Impact on Learners

Numbers Served Through Kamehameha Schools Programs and Collaborations

<table>
<thead>
<tr>
<th>FY 05-06</th>
<th>FY 06-07</th>
<th>FY 07-08</th>
<th>FY 08-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP1</td>
<td>104</td>
<td>329</td>
<td>464</td>
</tr>
<tr>
<td>SP2</td>
<td>1,439</td>
<td>1,467</td>
<td>1,485</td>
</tr>
<tr>
<td>SP3</td>
<td>1,094</td>
<td>1,845</td>
<td>1,924</td>
</tr>
<tr>
<td>SP4</td>
<td>3,375</td>
<td>1,600</td>
<td>1,952</td>
</tr>
<tr>
<td>SP5</td>
<td>12,043</td>
<td>14,235</td>
<td>15,993</td>
</tr>
<tr>
<td>SP6</td>
<td>5,298</td>
<td>5,954</td>
<td>5,372</td>
</tr>
<tr>
<td>SP7</td>
<td>4,686</td>
<td>10,776</td>
<td>10,989</td>
</tr>
<tr>
<td>SP8</td>
<td>6,587</td>
<td>7,320</td>
<td>7,789</td>
</tr>
<tr>
<td>SP9</td>
<td>8,242</td>
<td>10,355</td>
<td>12,303</td>
</tr>
<tr>
<td>SP10</td>
<td>1,439</td>
<td>1,467</td>
<td>1,485</td>
</tr>
<tr>
<td>SP11</td>
<td>1,094</td>
<td>1,845</td>
<td>1,924</td>
</tr>
<tr>
<td>SP12</td>
<td>3,375</td>
<td>1,600</td>
<td>1,952</td>
</tr>
<tr>
<td>SP13</td>
<td>12,043</td>
<td>14,235</td>
<td>15,993</td>
</tr>
<tr>
<td>SP14</td>
<td>5,298</td>
<td>5,954</td>
<td>5,372</td>
</tr>
<tr>
<td>SP15</td>
<td>4,686</td>
<td>10,776</td>
<td>10,989</td>
</tr>
<tr>
<td>SP16</td>
<td>6,587</td>
<td>7,320</td>
<td>7,789</td>
</tr>
<tr>
<td>SP17</td>
<td>8,242</td>
<td>10,355</td>
<td>12,303</td>
</tr>
<tr>
<td>SP18</td>
<td>1,439</td>
<td>1,467</td>
<td>1,485</td>
</tr>
<tr>
<td>SP19</td>
<td>1,094</td>
<td>1,845</td>
<td>1,924</td>
</tr>
<tr>
<td>SP20</td>
<td>3,375</td>
<td>1,600</td>
<td>1,952</td>
</tr>
<tr>
<td>SP21</td>
<td>12,043</td>
<td>14,235</td>
<td>15,993</td>
</tr>
<tr>
<td>SP22</td>
<td>5,298</td>
<td>5,954</td>
<td>5,372</td>
</tr>
<tr>
<td>SP23</td>
<td>4,686</td>
<td>10,776</td>
<td>10,989</td>
</tr>
<tr>
<td>SP24</td>
<td>6,587</td>
<td>7,320</td>
<td>7,789</td>
</tr>
<tr>
<td>SP25</td>
<td>8,242</td>
<td>10,355</td>
<td>12,303</td>
</tr>
<tr>
<td>SP26</td>
<td>1,439</td>
<td>1,467</td>
<td>1,485</td>
</tr>
<tr>
<td>SP27</td>
<td>1,094</td>
<td>1,845</td>
<td>1,924</td>
</tr>
<tr>
<td>SP28</td>
<td>3,375</td>
<td>1,600</td>
<td>1,952</td>
</tr>
<tr>
<td>SP29</td>
<td>12,043</td>
<td>14,235</td>
<td>15,993</td>
</tr>
<tr>
<td>SP30</td>
<td>5,298</td>
<td>5,954</td>
<td>5,372</td>
</tr>
<tr>
<td>SP31</td>
<td>4,686</td>
<td>10,776</td>
<td>10,989</td>
</tr>
<tr>
<td>SP32</td>
<td>6,587</td>
<td>7,320</td>
<td>7,789</td>
</tr>
<tr>
<td>SP33</td>
<td>8,242</td>
<td>10,355</td>
<td>12,303</td>
</tr>
<tr>
<td>SP34</td>
<td>1,439</td>
<td>1,467</td>
<td>1,485</td>
</tr>
<tr>
<td>SP35</td>
<td>1,094</td>
<td>1,845</td>
<td>1,924</td>
</tr>
<tr>
<td>SP36</td>
<td>3,375</td>
<td>1,600</td>
<td>1,952</td>
</tr>
<tr>
<td>SP37</td>
<td>12,043</td>
<td>14,235</td>
<td>15,993</td>
</tr>
<tr>
<td>SP38</td>
<td>5,298</td>
<td>5,954</td>
<td>5,372</td>
</tr>
<tr>
<td>SP39</td>
<td>4,686</td>
<td>10,776</td>
<td>10,989</td>
</tr>
<tr>
<td>SP40</td>
<td>6,587</td>
<td>7,320</td>
<td>7,789</td>
</tr>
<tr>
<td>SP41</td>
<td>8,242</td>
<td>10,355</td>
<td>12,303</td>
</tr>
<tr>
<td>SP42</td>
<td>1,439</td>
<td>1,467</td>
<td>1,485</td>
</tr>
<tr>
<td>SP43</td>
<td>1,094</td>
<td>1,845</td>
<td>1,924</td>
</tr>
<tr>
<td>SP44</td>
<td>3,375</td>
<td>1,600</td>
<td>1,952</td>
</tr>
<tr>
<td>SP45</td>
<td>12,043</td>
<td>14,235</td>
<td>15,993</td>
</tr>
<tr>
<td>SP46</td>
<td>5,298</td>
<td>5,954</td>
<td>5,372</td>
</tr>
<tr>
<td>SP47</td>
<td>4,686</td>
<td>10,776</td>
<td>10,989</td>
</tr>
<tr>
<td>SP48</td>
<td>6,587</td>
<td>7,320</td>
<td>7,789</td>
</tr>
<tr>
<td>SP49</td>
<td>8,242</td>
<td>10,355</td>
<td>12,303</td>
</tr>
<tr>
<td>SP50</td>
<td>1,439</td>
<td>1,467</td>
<td>1,485</td>
</tr>
</tbody>
</table>

SP1 – Strategic Priority 1 of the KS Education Plan
SP2 – Strategic Priority 2
SP3 – Strategic Priority 3

TOTAL NUMBER OF HAWAIIANS SERVED  28,039  35,606  38,179  44,401
LONG-TERM INVESTMENT STRATEGY HELPS
KAMEHAMEHA WEATHER ROUGH FINANCIAL YEAR

by Kirk Belsby,
Vice President for Endowment

What a fiscal year it was from mid-2008 to 2009! We witnessed a 45 percent decline in the stock market (S&P 500) from July 2008 to the trough in March 2009, and were staggered at the collapse of a legion of banking firms, including Lehman Brothers, Merrill Lynch, Countrywide Mortgage and too many other others to mention.

While a healthy bounce in the stock market then quickly retraced some of the losses, the S&P 500 still recorded a net 26 percent decline over the fiscal year from July 1, 2008 to June 30, 2009.

A more poignant perspective on the events of this past fiscal year may be found in the oft quoted phrase “May you live in interesting times.” Little-known about this particular Chinese proverb is its placement as the first of three curses of increasing severity!

1. If watching half of your 401(k) evaporate overnight and feeling the pain of a substantial portion of your home equity disappear is not enough punishment, heed the two successor curses.

   The second curse, “May you come to the attention of those in authority,” certainly sounds like the proposed financial regulations that we are now watching unfold in the halls of Congress. The third and final curse is a bit less ominous—“May you find what you are looking for.”

   To me, however, it sounds a lot like another proverb which tells us to “be careful what you wish for.”

The Kamehameha Schools Endowment was certainly not immune to the past year’s events as the overall portfolio value declined from $9.4 billion in 2008 to $7.2 billion at fiscal year-end in June 2009.

While we have certainly enjoyed a bounce in value since last summer, we still expect a long climb uphill to recapture lost value. As we critically analyze our performance, we are satisfied that our diversified approach to asset allocation and risk mitigation allowed us to beat benchmark returns during the long bull market, while maintaining liquidity and asset security during this recent fiscal crisis.

One key benchmark that gives us confidence in our long-term strategy is the fact that even after the worst economic decline since the Great Depression we netted a return of 7.2 percent from 1999 through 2009, which is reasonably close to our long-term goal of consumer price index (rate of inflation) plus 5 percent.

The newly renovated Pālama Kōʻalau Food Court at Windward Mall recently received an honorable mention in the People’s Choice Best Installation Contest by 3form. Voters said they loved how the design duplicated the vibrant colors and natural elements found throughout the ahupua’a of Hawai‘i. The Pālama Kōʻalau Food Court was designed by Karen Sakamoto of Next Design, who selected the acrylic panels as an alternative to glass because they are made with 40 percent recycled content.

The $900,000 improved Punalu‘u Agricultural Water System will enable up to 8 million gallons of water a day for agriculture in Punalu‘u in a manner which only takes what is needed while honoring native stream life like the ‘o‘opu, hilihila and ‘opae.

One key benchmark that gives us confidence in our long-term strategy is the fact that even after the worst economic decline since the Great Depression we netted a return of 7.2 percent from 1999 through 2009, which is reasonably close to our long-term goal of consumer price index (rate of inflation) plus 5 percent.

Our Hawai‘i real estate portfolio overall one-year returns reflected a net loss of 19 percent through fiscal year end, but achieved a much healthier 9.8 percent return over the past 10 years.

However, while we are now witnessing our financial security portfolio recovering from a beating incurred in a lopsided one-round fight this past year, the Hawai‘i real estate portfolio will likely remain in the ring for a couple more rounds these next few years.

continued on page 5

Kamehameha Schools Trust Spending Fiscal Year 2009

Kamehameha Schools spending policy targets annual spending on education at 4.0 percent of the five-year average fair value of its Endowment. Spending in FY 2009 was 3.4 percent and allocated as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus-based Programs</td>
<td>$113 million</td>
</tr>
<tr>
<td>Community Education and Scholarships</td>
<td>$97 million</td>
</tr>
<tr>
<td>Major Repairs &amp; Capital Projects</td>
<td>$19 million</td>
</tr>
<tr>
<td>Other Programs and Support</td>
<td>$6 million</td>
</tr>
<tr>
<td>Debt Financing and Other</td>
<td>$5 million</td>
</tr>
<tr>
<td>Total Trust Spending</td>
<td>$258 million</td>
</tr>
</tbody>
</table>

Kamehameha Schools Investment Returns

Period ending June 30, 2009

<table>
<thead>
<tr>
<th>Category</th>
<th>One-year total return</th>
<th>Three-year total return</th>
<th>Five-year total return</th>
<th>Ten-year total return</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Endowment</td>
<td>-20.9%</td>
<td>1.3%</td>
<td>6.5%</td>
<td>7.2%</td>
</tr>
<tr>
<td>Endowment Fund</td>
<td>-25.2%</td>
<td>-5.4%</td>
<td>0.6%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Composite Benchmark</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPI + 5%</td>
<td>3.6%</td>
<td>7.1%</td>
<td>7.6%</td>
<td>7.6%</td>
</tr>
<tr>
<td>Large Endowment Fund Median</td>
<td>-19.8%</td>
<td>-0.8%</td>
<td>4.8%</td>
<td>5.9%</td>
</tr>
</tbody>
</table>

* Source: Cambridge Associates
Collaborators Helping Kamehameha Schools

“I am so thankful for the wealth of expertise and aloha that our community partners possess. We learn from them every day, and they, in turn, help us move our mission forward.”

The following is a partial list of community collaborators who entered into agreements with Kamehameha Schools over the past fiscal year:

- ‘Aha Pūnana Leo, Inc.
- ‘Ahuāhi ‘Olelo Hawai‘i
- Alo Like, Inc.
- Awai‘aulo
- Big Brothers, Big Sisters of Honolulu, Inc.
- Big Brothers, Big Sisters of Maui, Inc.
- Bishop Museum
- Hawai‘i State Department of Accounting and General Services
- Edith Kanaka‘ole Foundation
- Friends of the Leeward Coast PCS
- Good Beginnings Alliance
- Hau‘ula Ice Breakers
- Hawaiian Educational Services
- Hawaiian Learning Center
- Ho‘okilo kahi
- Ho‘oulu Lähui
- Hui Mauli Ola
- Institute for Native Pacific Education and Culture (INPEACE)
- Ka Hului Hālau
- KAANA, Inc.
- Kākū‘ō Ka ‘Umeke
- Kanu I Ka Pono, Inc.
- Kanu o ka ‘Ohana
- Kanuokalani
- Ke Ali’i Pauahi Foundation
- Ke Kula Pūnana Leo Foundation
- Kealohalani Foundation
- Māna Maoli
- Nā Kamalei
- Påpaʻa O He‘eia
- Partners in Development Foundation
- Pa‘i Foundation
- Queen Lili‘uokalani Children’s Center
- Teach for America, Inc.
- University of Hawai‘i System
- Waipi‘o Foundation

Long-Term Investment Strategy Helps . . .

continued from page 4

Thus far we have held our own, but the weight of a sagging Hawai‘i economy has obviously been detrimental to our tenant base, thereby placing downward pressure on rents and values. Yet with all the troubling economic news we see in today’s financial markets, there is much optimism in the Endowment division as we successfully continue to manage our asset base across four additional “currencies.”

Our commitment to culture, education, environment and community has placed Kamehameha Schools as a leader in building and supporting sustainable communities in Hawai‘i.

The ‘Aina Ulu team hosted more than 30,000 community members as part of our place-based learning program. Further, Kamehameha’s commitment to natural resources earned a national award from the U.S. Department of Interior for our participation in a watershed preservation partnership on Hawai‘i’s island.

Our water resources group successfully restored water distribution systems in Kohala, Punalu‘u, Kawailoa, and Kahama. While the benefits of these actions will play out over several years, we already see much healthier stream flows and hundreds of acres of land that can now be farmed to produce food for our local communities.

On the commercial side, our retail experts completed the final phase of the rehabilitation of Windward Mall with a completely redesigned food court. Once a tired and outdated mall, it is now hopping with activity and has become a family favorite locale. Within the urban core, our Kaka‘ako Master Plan was embraced by the community and approved by the Hawai‘i Community Development Authority — no small feat as we have all witnessed significant backlash against most every other major development plan proposed on O‘ahu.

Our North Shore master plan was also completed and approved, with significant support in the local community. We believe that support for both plans was rooted in our commitment to responsible land stewardship, working with the community, and providing affordable housing at a time when it is most needed.

The Endowment division is firmly committed to the mission set forth by Princess Pauahi and we proudly accept our kuleana to provide the resources necessary to fulfill the bold plans of Kamehameha Schools.

Community Outreach Programs Having Positive Impact

continued from page 3

The Explorations Series offers three summer boarding programs for haumāna in grades 5 through 8.

Students may participate in Ho‘omaka‘ika‘i (Explorations), Ho‘okana (place-based education) and Kō‘kila Ka Pono (leadership training). A study that evaluated the Enrichment offerings revealed high marks for the program.

“We’re seeing that more than 90 percent of the students are fully engaged in this process and very satisfied with it,” Malone said. “Almost all expect to come back to the program in its other offerings. This program is allowing students who don’t attend Kamehameha campuses to feel engaged and included as part of the Kamehameha Schools ‘ohana.”

“The results of the program evaluations have served to re-inspire our commitment to our mission,” said Tony LeBron KSK ‘71, director of Kamehameha’s Extension Educational Services division.

“We are most pleased that we are on track toward our stated goals, there is still much we can do to improve program effectiveness and efficiency and we look forward to this challenge.”

Research & Evaluation noted that many haumāna in Kamehameha programs pursue supplemental educational experiences to enhance their learning beyond the formal school day. These experiences are leading to increased educational goals and career aspirations.

“Whether they are middle school students moving through the Enrichment pipeline or they are Kamehameha Scholars in public high schools preparing for college and career opportunities, we’re seeing that students possess a greater sense of self-esteem, a greater sense of engagement in the learning process and a greater sense of Hawaiian identity when they receive Pauahi’s gift,” Malone said.

“This has a residual effect of allowing them to walk through classrooms or workplaces with a greater sense of self and higher confidence to enable them to do even better.”

Strong family support further complements the high quality curriculum offered in courses, especially in programs such as those used by Kamehameha’s Distance Learning department.

A study that looked at the ‘Ike Hawai‘i Distance Learning program showed learning taking place by entire family groups not just individual students.

“Those young people say that when they take the course, they actually have family members sitting around them at the computer,” Malone explained. “The family is actually taking the course together, engaging the topics and talking about Hawaiian culture, leadership, history and language in really meaningful ways.”

Distance Learning offers ‘Ike Hawai‘i’s courses for high school students, while the department’s A’o Makua program offers courses for adults and the A’o Kumu initiative offers courses for educators.

“We are very pleased and excited about the growth and impact Kamehameha’s distance learning programs are having on all of our learners,” said Terry Kelly, director of Kamehameha’s Program Support Division.

“It has been our dream to contribute to the creation of a virtual Hawaiian learning community — reaching learners of all ages and living in all parts of the world.”

To learn more about Kamehameha’s Research and Evaluation group and its studies, please visit www.kbse.edu/spi.
As of June 30, 2009, the overall fair value of Kamehameha Schools’ endowment was approximately $7.2 billion. The endowment total return is reported at fair value and excludes non-investment related assets, such as educational, administrative, and agricultural and conservation assets. For the fiscal year ended June 30, 2009, Kamehameha Schools spent approximately $258 million on educational programs, including $97 million spent on community outreach programs. These financial resources enabled Kamehameha Schools to extend its educational reach to more Hawaiians through its Education Strategic Plan, adopted in 2005 and based on the Kamehameha Schools Strategic Plan 2000-2015.

Fiscal year 2009 was the fourth year of the 10-year Education Strategic Plan, and the number of children and families impacted by Kamehameha’s campus and community programs increased by 16 percent, from approximately 38,100 to more than 44,400 learners.

Prenatal to 8 years of age
Kamehameha Schools served more than 16,710 keiki (and parents/caregivers) ages 0-8 through its KS center-based preschools, preschool scholarships, literacy instruction and various educational collaborations. Kamehameha also increased by 47 percent the number of scholarship awards (1,858 keiki) and increased the financial awards from $6.7 million the previous year to $11.2 million in fiscal year 2009.

Grades 4 through post-high
Kamehameha Schools educated nearly 16,000 non-campus students through enrichment, campus outreach and summer school programs such as the Exploration Series Program, the Kamehameha Scholars program and Post-High Counseling. Kamehameha Schools awarded $18.2 million to 2,724 students for Exploration Series Program, the Kamehameha Scholars program and Post-High enrichment, campus outreach and summer school programs such as the

Campus programs
Educated approximately 5,350 students, including roughly 700 seniors, at Kamehameha Schools’ campus programs on Hawai‘i, Maui and at Kapalama. Key achievements among the tri-campuses included the start of a Standards-Based Educational System and the rollout of the Ka Piu‘ina Education Workforce Capacity Building Project. Improvements were also made in the understanding, use and interpretation of data, designing focused professional development for faculty and staff, and the development of more intervention programs to help students of all ages. An additional 1,846 non-campus learners were served through campus-based summer programs.

For more, including a copy of Kamehameha Schools’ audited “Consolidated Financial Statements and Supplemental Schedules” for fiscal year 2009, please visit www.kcsbe.edu/annual-reports.

Consolidated Statement of Assets

<table>
<thead>
<tr>
<th>COST OR ESTIMATED FAIR MARKET VALUE</th>
<th>(in thousands of dollars)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CASH AND EQUIVALENTS</strong></td>
<td>$52,820</td>
</tr>
<tr>
<td><strong>INVESTMENTS</strong></td>
<td></td>
</tr>
<tr>
<td>Marketable debt and equity securities</td>
<td></td>
</tr>
<tr>
<td>Common and preferred stocks</td>
<td>$803,926</td>
</tr>
<tr>
<td>Fixed income</td>
<td>780,290</td>
</tr>
<tr>
<td>Short-term investments and cash equivalents</td>
<td>369,109</td>
</tr>
<tr>
<td>Mutual funds</td>
<td>160,143</td>
</tr>
<tr>
<td><strong>Other investments</strong></td>
<td></td>
</tr>
<tr>
<td>Hedge funds</td>
<td>1,769,841</td>
</tr>
<tr>
<td>Private equity funds</td>
<td>630,658</td>
</tr>
<tr>
<td>Commingled funds</td>
<td>333,923</td>
</tr>
<tr>
<td>Other</td>
<td>37,073</td>
</tr>
<tr>
<td><strong>Amounts receivable for securities sold</strong></td>
<td>30,276</td>
</tr>
<tr>
<td><strong>RECEIVABLES, NET</strong></td>
<td></td>
</tr>
<tr>
<td>Tenant and tuition receivables</td>
<td>8,884</td>
</tr>
<tr>
<td>Interest</td>
<td>12,065</td>
</tr>
<tr>
<td>Trade</td>
<td>3,019</td>
</tr>
<tr>
<td>Other</td>
<td>1,956</td>
</tr>
<tr>
<td>Less: Allowance for doubtful accounts</td>
<td>(6,470)</td>
</tr>
<tr>
<td><strong>PROPERTY AND EQUIPMENT, NET</strong></td>
<td></td>
</tr>
<tr>
<td>Educational property and equipment</td>
<td>499,528</td>
</tr>
<tr>
<td>All other property and equipment</td>
<td>315,917</td>
</tr>
<tr>
<td>Construction in progress</td>
<td>46,607</td>
</tr>
<tr>
<td><strong>REAL ESTATE HELD FOR DEVELOPMENT AND SALE</strong></td>
<td>26,435</td>
</tr>
<tr>
<td><strong>DEFERRED CHARGES AND OTHER</strong></td>
<td>105,958</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td>$5,963,088</td>
</tr>
</tbody>
</table>

Schedule of Hawai‘i Real Estate by Island and Zoning*

<table>
<thead>
<tr>
<th>ISLAND</th>
<th>AREA IN ACRES</th>
<th>PERCENTAGE OF TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HAWA‘I</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improved Residential</td>
<td>81,2997</td>
<td>0.03</td>
</tr>
<tr>
<td>Apartment</td>
<td>105,7957</td>
<td>0.04</td>
</tr>
<tr>
<td>Commercial</td>
<td>173,1248</td>
<td>0.06</td>
</tr>
<tr>
<td>Industrial</td>
<td>70,8519</td>
<td>0.02</td>
</tr>
<tr>
<td>Agricultural</td>
<td>200,999,1937</td>
<td>67.96</td>
</tr>
<tr>
<td>Conservation</td>
<td>93,065,788</td>
<td>31.46</td>
</tr>
<tr>
<td>Hotel and Resort</td>
<td>204,8938</td>
<td>0.07</td>
</tr>
<tr>
<td>Unimproved Residential</td>
<td>917,944</td>
<td>0.31</td>
</tr>
<tr>
<td>Homeowner</td>
<td>154,8322</td>
<td>0.05</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>295,770,692</td>
<td>100.00</td>
</tr>
<tr>
<td><strong>KAUA‘I</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agricultural</td>
<td>1,147,1820</td>
<td>9.78</td>
</tr>
<tr>
<td>Conservation</td>
<td>10,578,1420</td>
<td>90.22</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>11,725,320</td>
<td>100.00</td>
</tr>
<tr>
<td><strong>MAUI</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improved Residential</td>
<td>175,1450</td>
<td>6.55</td>
</tr>
<tr>
<td>Apartment</td>
<td>1,687,877</td>
<td>0.06</td>
</tr>
<tr>
<td>Agricultural</td>
<td>1,197,3970</td>
<td>44.76</td>
</tr>
<tr>
<td>Conservation</td>
<td>1,392,8310</td>
<td>48.64</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2,874,3157</td>
<td>100.00</td>
</tr>
<tr>
<td><strong>MOLOKAI</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agricultural</td>
<td>3,392,0630</td>
<td>68.51</td>
</tr>
<tr>
<td>Conservation</td>
<td>1,559,8600</td>
<td>31.49</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4,951,9230</td>
<td>100.00</td>
</tr>
<tr>
<td><strong>O‘AHU</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improved Residential</td>
<td>2,378,7146</td>
<td>4.70</td>
</tr>
<tr>
<td>Commercial</td>
<td>869,4255</td>
<td>1.72</td>
</tr>
<tr>
<td>Industrial</td>
<td>258,2544</td>
<td>0.51</td>
</tr>
<tr>
<td>Agricultural</td>
<td>17,942,262</td>
<td>35.48</td>
</tr>
<tr>
<td>Conservation</td>
<td>29,091,236</td>
<td>57.54</td>
</tr>
<tr>
<td>Hotel and Resort</td>
<td>19,5111</td>
<td>0.04</td>
</tr>
<tr>
<td>Unimproved Residential</td>
<td>5,9130</td>
<td>0.01</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50,568,7128</td>
<td>100.00</td>
</tr>
<tr>
<td><strong>SUMMARY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improved Residential</td>
<td>2,634,6091</td>
<td>0.72</td>
</tr>
<tr>
<td>Apartment</td>
<td>107,4344</td>
<td>0.03</td>
</tr>
<tr>
<td>Commercial</td>
<td>1,042,5505</td>
<td>0.29</td>
</tr>
<tr>
<td>Industrial</td>
<td>329,5663</td>
<td>0.09</td>
</tr>
<tr>
<td>Agricultural</td>
<td>224,675,1009</td>
<td>61.44</td>
</tr>
<tr>
<td>Conservation</td>
<td>135,599,3678</td>
<td>37.08</td>
</tr>
<tr>
<td>Hotel and Resort</td>
<td>224,4047</td>
<td>0.06</td>
</tr>
<tr>
<td>Unimproved Residential</td>
<td>923,8673</td>
<td>0.25</td>
</tr>
<tr>
<td>Homeowner</td>
<td>154,8322</td>
<td>0.04</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>365,691,2820</td>
<td>100.00</td>
</tr>
</tbody>
</table>

* Unaudited
A NOBLE LIFE

Former Concert Glee director Dale Noble returns to Kamehameha Schools as a Song Contest judge

Dale Noble remembers that when he began teaching music in 1963 at the Kamehameha School for Girls, all Song Contest music was learned in class, not in separate rehearsals, before or after school.

And it wouldn’t be until a few weeks before Song Contest that grade levels would be able to practice together.

In 1967, as Kamehameha changed to a co-educational configuration, the Prize Song—a select song that all classes performed—was eliminated. In addition, 1967 was the first year that the freshman class competed in the new Combined Class Competition.

Even Song Contest intermission was different. There was a community sing-along when the students and audience sang familiar songs together, often led by guest conductors such as Danny Akaka ’42 and Martha Poepoe Holan ’25.

“Hey, I can do that!” Second, our students set high standards for themselves that they continually meet or surpass, resulting in a tremendous boost to their skills and self-confidence!” Noble contends that KS Kapalama is the only school in the world in which all students, upon graduation, not only know their voice part but also their “divisi,” or whether they are a first or second soprano, for example. This voicing at freshman year results in smooth and well-coordinated choral performances for Founder’s Day, baccalaureate and graduation events.

Noble fondly remembers one commencement rehearsal he led, somewhat unprepared, as there was no piano and no pitch pipe. Instead, he hummed the pitch, the students picked up the tune immediately, and rehearsal proceeded without a hitch.

Noble said he thinks perhaps all this school-wide singing is taken for granted at Kamehameha, especially when one realizes that at most other schools’ special events, the choral music is performed by a choir, not the entire student body.

“After all these years, it’s so clear to me that there is an essence, a certain gentleness and spirit that Kamehameha students continue to embody, and Song Contest embraces and highlights this for all to see and hear.”

Song Contest music, and they must memorize and correctly pronounce the Hawaiian language before they even come to their first rehearsal;

• Develops musical theory and conducting skills usually learned at the college level;

• Teaches all students the finer points of choral singing, including tone quality; diction; stage presence, etc.);

• Emphasizes self-confidence and at the same time, humility, because at the end of a performance, applause for a job well done is accepted on behalf of the composer and arranger, as well as the song director and the entire class.

Noble has seen four-generation families of Song Contest song directors, and said he hopes to be here when Kamehameha celebrates its 100th Song Contest in 10 years.

“I’m inviting myself back!” he said.
1950s

■ For the 13th year in a row, and what has become a class tradition, members of KSK Class of 1953 remembered Princess Bernice Pauahi Bishop at Mauna ‘Ala on Dec. 6, 2009. Class members included Fred Cachola, Peter Kama, Pialaoha Kahoilwai, Madeline McKeaugae and Joseph Travis.

1960s

■ Rosina Manaka Valencia KSK’66 and her sisters traveled to Rome for the canonization of St. Damien and attended mass in his hometown of Tremelo, Belgium. A skit was performed with school children dressed in rags representing the leprosy patients of Kalaupapa; a gentleman, portraying Father Damien, opened his arms in welcome, and the congregation called out, “Kaminio! Kaminio!” which means Damien in Hawaiian. Then, a little boy called out, “I am Manuku.” The Manaka sisters were stunned to hear their family name spoken in far-off Belgium. Of all the names of residents of Kalaupapa, who’d have thought their name would be said in the skit to honor St. Damien? It was a chicken skit moment for Rosina.

■ Norman “Puna” Nam KSK’61 was elected president of the Kailua Chamber of Commerce. Nam is the owner of Cinnamons Restaurant in Kailua where they are celebrating 25 years in business. Listed as one of Hawaii’s Best Restaurants by the Honolulu Advertiser since 2004, the restaurant was featured by Rachael Ray on the Food Network in her show “Rachael’s Vacation.” Just as Cinnamon’s is run by Rakian’s family including sister Perila Nam KSK’64, brother Alfred Nam KSK’65 and sons Alika Nam KSK’90 and Douglas Nam KSK’96.

■ George Van Gieson KSK’66 has coached air riff ery at Kamehameha Schools Hawai’i for the past six years and was recently named All-Big Island Interscholastic Federation coach of the year. Earlier this year, Gieson retired from the Hawai’i Fire Department after more than 30 years during which time he worked as a firefighter, search and rescue specialist and paramedic HASMAT specialist; the last 20 years with the rank of captain. His last position was as station commander at the Volcano station. George has also been involved in cultural monitoring of construction along the saddle road where he worked with an archeologist to develop guidelines to ensure culturally significant areas are not disturbed.

1970s

■ KS Alumni are playing vital roles in the gathering of information for the 2010 Hawai’i Census. Darrell Travis KSK’74 is the partnership assistant for the federal government responsible for distributing over $430 billion of federal funding, some of which is directed toward Native Hawaiians. Kaila Malama KSK’74 is the assistant manager of technology. Chanel Silva Soon KSK’06 is the supervisor of information technology. Pam Makanani Nakoa KSK’69 and Keawenuia Malama KSK’87 are working in the administration department. Melissa Kaawa KSK’89 is the assistant manager of recruiting and is assisted by Benson Medina KSK’72. Maxine Suder Smith KSK’67 is based in Kona, while Naianah Kael Kaye KSK’96 and Philip Livey KSK’05 work in the Wai’anae office.

■ Ramona Bernardino KSK’75 was recently named executive director of Hi’ilei Aloha LLC., an entity established in 2007 to further the purposes of the Office of Hawai’i Affairs through its subsidiaries.

1980s

■ Congratulations to Margaret Ku’ulimomi Ho KSK’80 who was nominated Employee of the Year by her peers at the Office of Budget & Fiscal Management.

Real Property Division of the City & County of Honolulu. Besides working diligently for our city, Ho remains active in the canoe paddling community.

■ Eric Martinson KSK’80 was recently appointed to the Board of Regents of the University of Hawai’i System and is currently managing director of Tradewind Capital Group, Inc. managing its private equity investment activities.

■ Denise Iseri-Matsubara KSK’81, has been named OHA Community Relations Director. Previously, she served as assistant to the chairman of the Department of Hawaiian Home Lands, as well as director of Government Relations for Hawaiian Electric Company. Iseri-Matsubara also served as a manager at inter-island cargo company Young Brothers Ltd. She received her bachelor’s degree from the University of Hawai’i at Mānoa.

■ Esther K’iaina KSK’81 is the chief advocate for OHA. Before OHA, K’iaina served as land asset manager for Kamehameha Schools. She’s also worked in Washington, D.C., where she was the legislative assistant to Sen. Daniel Akaka KSK’42, legislative director and chief of staff to Rep. Robert Underwood of Guam, and most recently as chief of staff to Rep. Ed Case. She was instrumental in drafting and securing the passage of the Hawaiian Apology Resolution of 1993. She received her juris doctorate from George Washington University Law School.

■ Dr. Matthew “Kamana’opono” Crabbe KSK’82, who was named OHA Research Director, joins OHA from the Wai’anae Coast Comprehensive Health Center, where he served as a licensed psychologist and director of training. He has served the native Hawaiian community and the residents of Hawai’i in the area of clinical psychology, family therapy and native Hawaiian health research. Kamana’opono received his undergraduate and graduate degrees from the University of Hawai’i at Mānoa.

■ Stanton Enomoto KSK’85 has been named chief operating officer of OHA. As COO, Stanton will help guide the implementation of OHA’s strategic plan intended as an efficient and effective blueprint for the betterment of Native Hawaiians in the key areas of economic self-sufficiency, health, education, culture, land and water, and governance.

■ Scott Alikia Abrigo KSK’89 of PBR Hawai’i & Associates, Inc., a land planning, landscape architectural, environmental studies and graphic design firm, has obtained his Leadership in Energy and Environmental Management from from left, Fred Cachola, Peter Kama, Pialaoha Kahoilwai, Madeline McKeaugae and Joe Travis visit Mauna ‘Ala.

From left, Fred Cachola, Peter Kama, Pialaoha Kahoilwai, Madeline McKeaugae and Joe Travis visit Mauna ‘Ala.
Design Accredited Professional designation by the U.S. Green Building Council. Abrigo heads PBR Hawai‘i’s new Kapolei office. He is a graduate of the University of Hawai‘i at Mānoa.

1990s

- Kekoa Kaluhiwa KSK’94 and wife Cheryl Arakaki celebrated their son Kamakoa’s first birthday on Dec. 19, 2009. Kaluhiwa was recently named director of community and government relations for First Wind which owns and operates wind turbines at Kaheawa on Maui. The company, which plans to build a wind farm in Kahuku, promotes alternative/renewable energy.

2000s

- Nicole Cabral KSK’00 has been named sales manager for domestic and international markets for HTH Corp., which operates the Pacific Beach Hotel and Pagoda Hotel. She was previously a promotions manager for Partymaster Hawai‘i Inc. and membership and marketing director of the Mililani YMCA.
- Shannon Toriki KSK’02, a policy fellow with the non-profit Council for Native Hawaiian Advancement (CNHA), will be in the nation’s capital to open CNHA’s first Washington, D.C. office this year. While there, she will work on projects and legislative advocacy for CNHA member organizations and programs, specifically the Federal Programs Unity Project adopted by the CNHA Board and presented at the Eighth Annual Native Hawaiian Convention. The project is a six-year plan to identify relevant federal programs that advance Native Hawaiian, Alaska Native and American Indian communities. Priority areas include economic recovery, renewable energy, broadband, educational resources, and affordable housing programs.
- Cadet Second Class Michael Kim KSK’07 has been inducted into Tau Alpha Pi, the highly respected national honor society for engineering technology. Michael is a junior at the California Maritime Academy in Vallejo and was singled out for his academic achievement.
- Gabriel Papa KSK’07 has been re-elected student body president of Whittier College. Last year, he was elected the youngest and first Hawaiian student body president. Gabriel is the first student body president to serve two terms in the school’s 122-year history. Gabriel also sits as president of the Hawaiian Islanders Club and prestigious Business Leadership Group. He is currently pursuing a double major in business administration and leadership studies.
- Louise “Kaui” Torres Reyes KSK’01 and Cisco Reyes welcomed daughter Kenna-Rose Ku’upou‘lokahalanihiwa on Dec. 2, 2009. She joins big sister Kaila.

Births

Congratulations to the proud parents!

- Nicole Pei Cardillo KSK’90 and Mark Cardillo welcomed daughter Kalena Malia on April 6, 2009.
- Louise “Kaui” Torres Reyes KSK’01 and Cisco Reyes welcomed daughter Kenna-Rose Ku’upou‘lokahalanihiwa on Dec. 2, 2009. She joins big sister Kaila.
Weddings

Congratulations to the happy couples!

- Jaelene Ka’a’a KSK’96 and Brandon Swain were married on Oct. 11, 2008 in the Bernice Pauahi Bishop Memorial Chapel. Kapiolani Chang KSK’96 was the maid of honor.
- Raelyne Kamaunu KSK’02 and Emmitt Lapinid-Kamaka were married on May 23, 2009. In attendance were Nicci-Linn Freitas KSK’02 and Kainoa Fukumoto KSK’02.
- Dawn “Kanani” Bona KSK’95 and Robert “Keaka” Yojo KSK’95 were married on June 2, 2009. In attendance were KSK’95, Ryan “Ka’oji” Daniels KSK’92 and David Daniels KSK’91.
- Kevin Young KSK’85 and Careyta Taoka were married on July 11, 2009. In attendance were Darrell Young KSK’81, Stephen Roy KSK’85, Michael Conching KSK’85 and Canson Young KSK’12.
- Cari-Rose Aquino KSK’00 and Michael Iverson were married on Aug. 29, 2009. Jarvalen Kabe KSK’00 was in attendance.
- Laura Teale KSK’86 and Jack Sellman were married on Sept. 9, 2009. In attendance were Peter Alau KSK’87 and Jocelyn Alau KSK’93.
- Kapono Kobylanski KSK’01 and Michelle Chavez were married on Nov. 7, 2009. In attendance were Fabray “Katama” Holokahi KSK’99, Keola Kobylanski KSK’99, Jon-Paul Keb KSK’01, Vaughn Lorenzo KSK’01, Nicole Shishido KSK’01 and Kealiiokalani Kobylanski KSK’05.
- Malia Naole KSK’98 and Kekoa Soon KSK’97 were married on Nov. 14, 2009. In attendance were Cherise Boyce KSK’98, Kei Omo KSK’97, Becky Soon KSK’03 and Reni Soon KSK’91.
- Shan an Kaholokula KSK’84 and Albert Seamster KSK’84 were married on Dec. 12, 2009 in the Bernice Pauahi Bishop Memorial Chapel. In attendance were David Kaholokula KSK’63, Jaimie Kaholokula KSK’65, Koiku “Robert” Richardson KSK’66, Gaila Mansinon Richardson KSK’66, Brickwood Galuteria KSK’73, Geno Aiu KSK’82, Celia Wooton Mahikoa KSK’85, Kelly Kaholo kula Hughes KSK’87 and Crystal Hughes ‘17.

Alumni Alerts

by Gerry Vinta Johansen ’60

- Reminder: clearance is needed when visiting KS Kapalama Campus between the hours of 8 a.m. – 2:00 p.m. on school days. Call the Alumni Relations Office at 842-8680 or the office/department that you plan to visit.
- From a rural upbringing in Hō‘ōe‘ae on O‘ahu, to now living in the Kingdom of Bahrain in the Persian Gulf – it has been quite a cultural change for Kehau Carman Hefner ’98.
- Kehau and her husband Michael – who works for a contracting firm – and their three sons have found that life in Bahrain offers educational, cultural and spiritual experiences… just like in Hawai‘i, but in a different kind of way.
- Most things like water, gas and certain foods are extremely inexpensive. Religion is an obvious difference as well. Islam is taken very seriously and is a great influence to the culture of Bahrain.
- There is no division between church and state.
- “Living here, I’m reminded that having all the material things in the world does not equate to happiness. I’m still the simple girl that grew up in Kalihi,” says Kehau. “When I first left home for college, the thought of being away from home for so long made me think I was removing myself from Hawai‘i. But, someone reminded me that sometimes one needs to experience the outside world before one can return and give back to the community.
- “Kamehameha showed me there are opportunities all around us, and that life is about choices. All we have to do is pick one and make the best of it. Kamehameha and its global alumni network remind me that no matter where we are in the world, the spirit of aloha lives inside of us and we can bring it to life.”

Kehau Carman Hefner ’98 with husband Michael and children in Bahrain.

Kehau said she still keeps in touch with Todd Olsen ’84, who “adopted” her as her Host Family Network 10 years ago when she was a college student at Chapman College.
- “This is our life in Bahrain today,” Kehau added, “the tears still appear when I think of Hawai‘i and the Kalihi home and family I left behind. Someday soon we will return for this is only temporary.”
AHAAU O ISAAC AND MARY HARBOTTLE ‘OHANA

UNIVERSITY OF HAWA’I AT MĀNOA, PACIFIC ISLAND STUDIES

JORDAN SOUZA

NATIVE HAWAIIAN VISUAL ARTS SCHOLARSHIP

LEAH ENOS, DAN AND RACHEL MAHI SCHOLARSHIP

SCHOLARSHIP RECIPIENT SPOTLIGHT

ANDREA HAWAI'A MAHALIPO
University of Hawai‘i at Hilo, Hawaiian Studies/Language

“Education has allowed me to be the first in my family to attend college. Having the opportunity to attend college has helped me learn more about who I am, and it has given me a sense of pride and purpose. I am able to pursue my dreams and achieve my goals.”

GIVING TO THE FOUNDATION

HOW YOU CAN MAKE A DIFFERENCE

Contributions made to Ke Ali‘i Pauahi Foundation reflect gifts from the heart and will help to carry forward the vision of Ke Ali‘i Pauahi to empower Hawaiians through education. The Foundation is a 501 (c)(3) tax exempt organization; therefore, contributions made to the Foundation are tax deductible to the extent permitted by law. Additionally, 100 percent of your gift goes to help others as Kamehameha Schools covers the Foundation’s administrative and overhead expenses.

UNRESTRICTED DONATIONS:

Unrestricted gifts allow the Foundation the flexibility to respond to the areas of most critical need. These outright gifts include cash, appreciated property (real estate, stock) or tangible personal property.

TRIBUTE GIFTS:

Tribute gifts are made in honor or in memory of individuals, family members, friends or colleagues who have inspired you or touched your heart. This is a meaningful way to honor loved ones in perpetuity.

RESTRICTED DONATIONS:

Restricted gifts define a program, project or scholarship of special interest to the donor.

FUTURE GIFTS:

A future gift is arranged now but the Foundation’s use of the funds is delayed to a later time. The funds from a bequest are available to utilize at the end of the donor’s life.

CORPORATE MATCHING GIFTS:

Corporations will often match an employee’s charitable gift dollar for dollar. Please check with your employer to see if your contribution qualifies for this category.
DEATHS

It is with sincere regret that we note the passing of the following graduates.

1938
- Raymond Kohoakalani Lutz Sr. of Kailua, O‘ahu died Nov. 9, 2009. Born in Honolulu, he was a retired Air Force colonel.

1942
- Blanche Kaui Young Vance of ‘Aiea, O‘ahu died Dec. 17, 2009. Born in Honolulu, she was a retired supply personnel specialist.

1946
- Bernard Meheula Williams of Honolulu, O‘ahu died Nov. 12, 2009. Born in Anahola, Kau‘i, he was a U.S. Army veteran and retired Farrington High School principal.

1947
- Bernard Kalikiolehua Pang Ching of Pearl City, O‘ahu died Jan. 8, 2010. Born in Hilo, Hawai‘i, he was a U.S. Army veteran and retired inspector for the United States Department of Agriculture.

1949

1951
- Richard Meek Crabbe of Pearl City, O‘ahu died Nov. 9, 2009. Born in Hilo, Hawai‘i, he was the owner of Aikane Electric.

1952
- Alex Gregg K. Meyer of Millili, O‘ahu died Jan. 13, 2010. Born in ‘Ewa, O‘ahu, he was a retired director of Lunalilo Home.

1954
- Violet “Maile-Tita” Kalina Kwai Chan Keola Almeida of Kāne‘ohe, O‘ahu died Jan. 20, 2010. Born in Honolulu, she was a personal caregiver.

1960

1961
- Wallace Jennings Akeo of Kailua, O‘ahu died Feb. 4, 2010. Born in Honolulu, he was a U.S. Army veteran and retired Honolulu Police Department lieutenant. He was also a Waikiki beach boy and worked in the family businesses with the Kodak Hula Show and Kamaka ‘Ukulele. Akeo also served as an Electronics Tech at Pearl Harbor, a counselor on behalf of the Aloha Week Festivals and was a skilled Polyne­san craftsman.

1962

1966
- Wayne Wahi­alea Wahineko­ai of Kāne‘ohe, O‘ahu died Dec. 20, 2009. Born in Honolulu, he was a retired U.S. Air Force lieutenant colonel before working as a Sheraton Waikiki Hotel guest services manager.

1967
- Francis Kalei Baricuatro of Wahiawa, O‘ahu died Jan. 20, 2010. Born in Honolulu, he was an electrician with the Navy Public Works Center.

1968
- Wayne Kaleo­amai Miyamoto of Citrus Heights, Calif. died Oct. 26, 2009. Born in Honolulu, he was an activist for children with disabilities, an educational consultant and lobbyist. He founded Youth Services Management Inc. which was instrumental in providing quality special education planning, training and documentation for public and nonprofit special education schools in California. He was the leader of the “Non-public School and Agency State Work Group” which reported to the California Legislature resulting in improvements to the nonprofit school and nonprofit agency services.

1969
- Jeanne Kuuleiomimaka­naona Waiau Cook of Wai‘anae, O‘ahu died Oct. 28, 2009. Born in Honolulu, she was a management analyst with the U.S. Navy Commander Pacific Fleet.

1971
- Lee Kalei Moikeha of Kūhiō, Maui died Jan. 8, 2010. Born in Waialua, he was a Matson longshoreman.

1973
- Will Russell Ku‘ai Cluney of Wāiakea, Kona, Hawai‘i died Oct. 9, 2009. Born in Honolulu, she was a state court clerk.

1977
- Heidi Alohalani Swanson Mia of Kailua, Kona, Hawai‘i died Oct. 9, 2009. Born in Honolulu, she was a Department of Education speech language pathologist who received her doctorate in education from the University of Southern California in Jan. 2010.

1986
- Jan Noelle Elzaar of Seattle, Wash., died Nov. 14, 2009. She was an account executive with Meisenbach Capital Management.

KS LOGO SHOP

Spring Savings! All Logo Bags Priced to Sell

Limited time only

KS Logo Shop

www.ksbe.edu/logoshop
Ko Hilo Kamaʻaina

One of Hilo’s own, Keoni Kelekolio, joins the Kamehameha Publishing team

Head on over to YouTube and check out our latest animated Lau Nehenehe stories and other fun Hawaiian content.

www.youtube.com/kamehamehapublishing

Kamehameha Publishing Provides Educational Outreach

Kamehameha Publishing offers great educational products at significant discounts for schools and families. Mua readers can enjoy this special coupon for online purchases. Also, visit our website (kamehamehapublishing.org) to learn more about these opportunities:

- Free online resources
- Free programming on ‘O¯iwi TV Oceanic Channel 326
- 60% discount pricing for Hawai‘i educational institutions serving preschool through grade 12 students
- 30% discount pricing for families through Hui Mo‘olelo

Merrie Monarch Festival and Kamehameha Publishing Share the Dance

Kamehameha Publishing, along with The Kuki Media Group and KFVE, is proud to present the official 2010 Merrie Monarch Festival DVD (available at kamehamehapublishing.org). Check your knowledge of the hula festival in this fun Hawaiian word game. In the answers, the ‘okina (‘) takes a space. Mail in your answers to Kamehameha Publishing for a chance to win this year’s DVD. Include your name, phone number, and e-mail and send to: Kamehameha Publishing, 567 S. King Street, Suite 118, Honolulu, Hawai‘i 96813.

Merrie Monarch Festival and Kamehameha Publishing Share the Dance

Kamehameha Publishing, along with The Kuki Media Group and KFVE, is proud to present the official 2010 Merrie Monarch Festival DVD (available at kamehamehapublishing.org). Check your knowledge of the hula festival in this fun Hawaiian word game. In the answers, the ‘okina (‘) takes a space. Mail in your answers to Kamehameha Publishing for a chance to win this year’s DVD. Include your name, phone number, and e-mail and send to: Kamehameha Publishing, 567 S. King Street, Suite 118, Honolulu, Hawai‘i 96813.

1 ____________ ____________
2 ____________ ____________
3 ____________
4 ____________ ____________
5 ____________ ____________
6 ____________ ____________
7 ____________
8 ____________

Kamehameha Publishing, 567 S. King Street, Suite 118, Honolulu, Hawai‘i. Proudly produced by The Kuki Media Group and KFVE.

New Titles

1. Mo‘olelo Legends – By Robert Lono ‘Iku‘aua
2. Ke‘u Waiwai – By Liana Iaea Honda
3. Ke‘u Lima – By Mary Kawena Pukui
4. Kahakai – By Ka‘oha Lucas
5. Maka‘ui Mālono – By Puni Kukahiko

Kamehameha Publishing, 567 S. King Street, Suite 118, Honolulu, Hawai‘i. Proudly produced by The Kuki Media Group and KFVE.

Head on over to YouTube and check out our latest animated Lau Nehenehe stories and other fun Hawaiian content.

www.youtube.com/kamehamehapublishing

Kamehameha Publishing Provides Educational Outreach

Kamehameha Publishing offers great educational products at significant discounts for schools and families. Mua readers can enjoy this special coupon for online purchases. Also, visit our website (kamehamehapublishing.org) to learn more about these opportunities:

- Free online resources
- Free programming on ‘O¯iwi TV Oceanic Channel 326
- 60% discount pricing for Hawai‘i educational institutions serving preschool through grade 12 students
- 30% discount pricing for families through Hui Mo‘olelo

www.kamehamehapublishing.org

23
Just inside the Kamehameha Schools Archives, to the right as one enters, is an elegant set of wooden shelves displaying a large number of trophies, some of which have given many a visitor quite a jolt.

It is possible to select a sports trophy to examine more closely; however, it is more likely that the curious will pick up a cup engraved with the announcement “Hawaii’s Seventh Terr. Fair 1928 Grand Champion Berkshire Boar Won By Ames Leader 34th Owned by Kamehameha Schools.”

This does set people off kilter. As one student asked, “What’s a Berkshire Boar?” and “Who’s Ames Leader?” and “What’s he 34th of?” and “What kind of trophy is this anyway?”

The answers still left a residue of bewilderment.

A Berkshire Bull is a very elegant breed of male pig. This particular pig’s name was Ames Leader. He was the 34th generation descendant of the first Ames Leader, who had undoubtedly been selected out years earlier, by a pig breeder, as having excellent qualities to pass on to lots of little piglets.

Kamehameha Schools would have spent a lot of effort searching on the mainland for a best-of-male pig breed and purchasing the animal for the exact purpose of lots of little piglets.

Why was Kamehameha Schools in the pig business? For the same reasons we were in the cattle business and poultry business – to provide food for our students and staff, to make money by selling surplus products (including piglets, calves, and eggs), and most importantly, to train Hawaiian youth to take up farming as a career.

As these activities expanded, a larger land area was needed. An article in the 1926 yearbook, “Ka Mö‘ī,” entitled “The Koko Head Project,” reports that “Out at Koko Head the agriculturists have changed the Haha‘ione Valley from an algaroba forest into a garden and Animal Husbandry Project… It will not be long before we will have pigs and chickens at Koko Head.”

By the 1928 “Ka Mö‘ī,” faculty member Paul Gantt, originally hired in 1926 to teach agriculture, is now in charge of “Animal Husbandry” at Haha‘ione Farm. A whole page entitled “The Farm” is devoted to photos of chickens, cattle, pigs, and cultivated fields at Haha‘ione.

Haha‘ione Farm was the last major attempt by Kamehameha Schools to attract Hawaiian youth to farming as a vocation. The final school year of operation was 1933-34.

Faculty member Loring Hudson, in his book “The History of the Kamehameha Schools,” explained: “Lack of interest in agricultural training and the high cost of maintaining the farm school for a very small enrollment occasioned the decision of the trustees to close the Haha‘ione establishment.”

Also of major concern was the lack of available, affordable large land areas that Western-style farming required.

The next time you visit the Archives, be sure to stop at the trophy display.