



## SEEDS OF CHANGE

*A new Land Assets Division plan calls for Kamehameha Schools to migrate from passive land management to active agricultural engagement and stewardship*

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

which constitute 98 percent of the approximately 365,000 acres that Kamehameha Schools owns in Hawai'i.

Of the 181,375 acres that are designated agricultural, only about 88,000 acres are considered high-potential agricultural lands.



*"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 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.

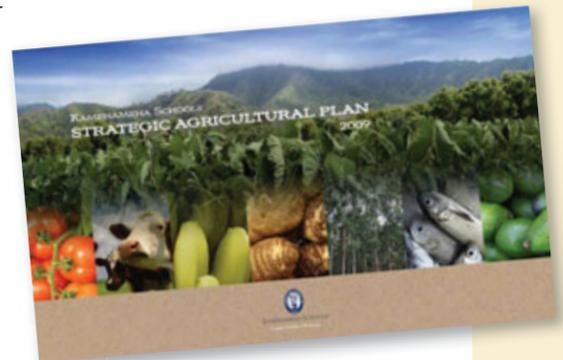
The agricultural plan was prepared to provide a framework, vision and strategy for optimal management of KS agricultural lands statewide. The plan includes 10 major goals (see sidebar on page 8) and 21 accompanying specific strategies.

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," said Neil Hannahs '69, director of LAD.

Hannahs and his team have kuleana for agricultural and conservation lands on five islands

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 Honokaia.



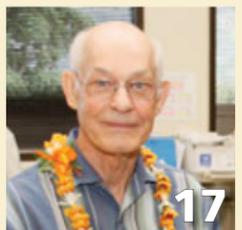
Of those 88,000 acres, 71,000 acres are in use with 850 leases currently issued to agricultural tenants.

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*

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## CULTIVATING SUSTAINABLE COMMUNITIES

by Dee Jay Beatty Mailer '70



The tradition of mālama i ka 'āina – 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 'āina 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 neighborhood 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 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 pumehana

## 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 Oct. 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 believed from the outset that, if this case were to proceed, it should do so as openly and honestly as possible.

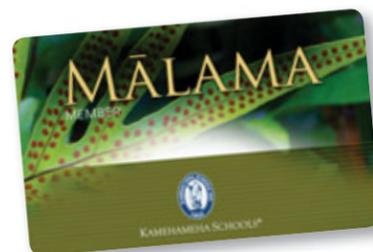
"We understand that these plaintiffs may appeal this decision further, but we are heartened by the consistent, unanimous and affirming legal determinations that have been made so far. Our legal team has done a great job of moving this case through the courts, and that has allowed the rest of our organization 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.

## BE LIKE MIKE

Kamehameha Schools Kapālama 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 Jr., dean of the school. "He has had an obvious impact on Hawai'i in a number of areas."



# NEW STUDY SHOWS CULTURALLY RELEVANT TEACHING STRATEGIES CONTRIBUTE TO STUDENT SUCCESS

Results from the Hawaiian Cultural Influences (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'auao, an alliance of Hawaiian-focused public charter schools.

According to co-principal investigator Brandon Ledward, 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,

O'ahu, Moloka'i, Maui and Hawai'i and included conventional DOE schools, kula kaiapuni (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 62 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 'ōpio. 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>.

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I Mua is published quarterly by the Kamehameha Schools Community Relations and Communications Group, 567 S. King St., 4th floor, Honolulu, HI 96813.

I Mua exists to inform alumni, parents, students, staff and friends of Kamehameha Schools of current educational and endowment programs, to generate interest in and support for those programs, and to help alumni maintain close ties to the institution and to each other.

## Change of Address

Kamehameha Schools alumni who have a change of address, please notify the Alumni Relations office at 1887 Makuakāne Street, Honolulu, Hawai'i, 96817-1887, e-mail: [alumnikapalama@ksbe.edu](mailto:alumnikapalama@ksbe.edu), fax 1-808-841-5293 or call 1-808-842-8680.

## Submissions

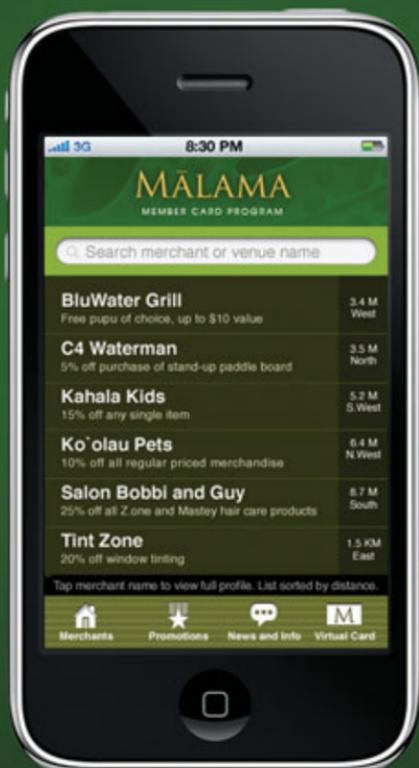
If you have a story idea or a comment for us, please write to: I Mua Editor, Kamehameha Schools, 567 S. King Street, Suite 400, Honolulu, Hawai'i, 96813 or e-mail: [imua@ksbe.edu](mailto:imua@ksbe.edu).

For more information on Kamehameha Schools, visit: [www.ksbe.edu](http://www.ksbe.edu).

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Culture-based education (CBE) is the grounding of instruction and student learning in the values, norms, knowledge, beliefs, practices, experiences and language that are the foundation of an indigenous culture. Culture-based education is based on five basic elements:

- **Language:** Recognizing and using native or heritage language.
- **Family & Community:** Actively involving family and community in the development of curricula, everyday learning and leadership.
- **Context:** Structuring the school and the classroom in culturally appropriate ways.
- **Content:** Making learning meaningful and relevant through culturally grounded content and assessment.
- **Data & Accountability:** Gathering and maintaining data using various methods to insure student progress in culturally responsible ways.

# SHAPING HAWAII'S FUTURE

*Kamehameha Schools' alumni legislators are serving as role models for all Hawaiians*

**T**hey 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**, **Hermine 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 own 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 safe, supportive environments where individuals can express their views and grow in their own ways. Like many, I also found inspiration in Pauahi'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 can change things for the 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 all your own. But the return and satisfaction are immeasurable and unbeatable.*



Kamehameha at the Capitol. From left, front row: Roland Sagum III, Hermine Morita, Faye Hanohano, Clayton Hee, Ola Kakalia, J. Kalani English, Brittany Yap. Second row: Wintehn Park, Gina Williams, Poni Daines, Jame Schaedel, Momilani Awana, Lisa Vargas, Daniel Kalili, Sharon Lum Ho. Third row: Daniel Holt, Kaliko Chun, Jodie Young, Pohai Ryan. Fourth row: Tuti Baker, Kanani Souza, Charlie St. Sure, Lilia Daines, Daniel Truong, Enoka Lucas.



## Sen. Brickwood Galuteria

Years in office – 2

Democrat

District 12 – Iwilei, Chinatown, Downtown, Kaka'ako, Ala Moana, Waikiki

### 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. It'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 Ke Ali'i Pauahi.*

### Q: What would you say to students who are considering a career in public service?

*Galuteria: You can do it! But remember, always serve with aloha.*



## Sen. Clayton Hee

Years in office – 14

Democrat

District 23 – Kahuku, Lā'ie, Ka'a'awa, Kāne'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 Waiāhole and Waikāne 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 is it important for Hawaiians to take part in the political process?**

**Hee:** Hawaiians as the host culture for these islands play a critical role in the preservation of the history and culture of Hawai'i. As the descendants of a kingdom overthrown in 1893 we have a duty to everyone to ensure that the presence of the Hawaiian people is represented everywhere especially where important decisions are made. The Hawai'i State Legislature is but only one of those important places for Hawaiians to be an integral part of. Obviously, our role is part of a larger responsibility to everyone, including other Hawaiians in the political process.

**Q: What are the most important issues facing Hawaiians today?**

**Hee:** I believe education, jobs and home ownership for Hawaiians are among the most important issues we face today.

**Q: How did Kamehameha prepare you for a career in public service?**

**Hee:** 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 its ROTC 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 of a common Hawaiian ancestry.

**Q: What would you say to students who are considering a career in public service?**

**Hee:** I firmly believe public service to our community should be a requirement for graduation at Kamehameha. Humility and service to our keiki and kūpuna 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.



**Rep. Faye Hanohano**

**Years in office – 4**  
**Democrat**  
**District 4 – Puna, Pāhoa, Hawaiian Acres, Kalapana**

**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 leo 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) need to determine our destiny. There is no justice in this world until Hawaiians have justice.

**Q: What are the most important issues facing Hawaiians today?**

**Hanohano:** The most important issues facing Hawaiians today is being pono with themselves, and starting the healing and wellness process.

**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 kūlia 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 our students who are considering a career in public service?**

**Hanohano:** I would tell them that they need to be pono with themselves and practice aloha kekahi i kekahi (love one another).



**Rep. Hermina Morita**

**Years in office – 14**  
**Democrat**  
**District 14 – Hanalei, Anahola, Keālia, Kapa'a, Waipouli**

**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 allowing the incumbent to run uncontested. I was part of a group trying to recruit people to run against the incumbent. As the deadline approached, nobody stepped forward. I finally said "I'll do it" and won by 75 votes.

**Q: Why is it important for Hawaiians to take part in the political process?**

**Morita:** I strongly believe that it is important for all residents to participate in the political process and that civic education is a critical component in sustaining vibrant communities. However, I believe it is important for Hawaiians to participate because values that are part of our DNA – aloha, aloha 'āina, kuleana and mālama pono – should be embedded in Hawai'i politics as part of our heritage. But as Hawai'i evolves and we face many changes, these basic values are threatened, therefore, we must maka'ala these important parts of our collective identity in the political process through our participation.

**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 Lāna'i and being kind of quiet and shy as a child, I think being accepted at Kamehameha as a boarder 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 an 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.



**Rep. Roland Sagum III**

**Years in office – 4**  
**Democrat**  
**District 16 – Ni'ihau, Lehua, Kōloa, Waimea**

**Q: Why did you decide to run for public office?**

**Sagum:** My inspiration to run for elective office was gained from my mother, **Juliette Ching Sagum KSK'51**. 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 longtime employee of the Hawai'i State Legislature, serving with former speaker Takao Beppu, former speaker James Wakatsuki, retired judge Walter Heen 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: Why is it important for Hawaiians to take part in the political process?**

**Sagum:** 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 are the most important issues facing Hawaiians today?**

**Sagum:** Education

**Q: How did Kamehameha prepare you for a career in public service?**

**Sagum:** Kamehameha Schools taught me to be responsible for my actions. I learned to be humble, the importance of loyalty and sincerity.

**Q: What would you say to our students who are considering a career in public service?**

**Sagum:** That it is their responsibility.

**KAMEHAMEHA'S PUBLIC SERVANTS AIDING THEIR COMMUNITIES**

More than 20 alumni of Kamehameha Schools are involved in the political process working in various capacities at the 2010 Hawai'i State Legislature. Here is a list of graduates known to be serving at the legislature this session.

NAME	OFFICE	POSITION
<b>Kapua Aiu-Yasuhara KSK'11</b>	Rep. Karl Rhoads	Legislative Aide
<b>Momilani Awana KSK'01</b>	Rep. Mele Carroll	Communication Specialist
<b>Tuti Baker KSK'70</b>	Rep. Faye Hanohano	Communication Specialist
<b>Sherry Bing KSK'60</b>	Rep. Henry Aquino	Research Clerk
<b>Jonathan Ching KSK'03</b>	Sen. Shan Tsutsui	Legislative Aide
<b>Kaliko Chun KSK'62</b>	Rep. Faye Hanohano	Co-committee Clerk
<b>Lilia Daines KSK'01</b>	Rep. Faye Hanohano	Co-committee Clerk
<b>Poni Morgan Daines KSK'71</b>	Rep. Faye Hanohano	Office Manager
<b>Daniel Holt KSK'02</b>	Ways and Means	Bills Researcher
<b>Ola Ahlo Kakalia KSK'54</b>	Sen. Les Ihara	Receptionist
<b>Daniel Kalili KSK'72</b>	Rep. Glenn Wakai	Committee Clerk
<b>Enoka Lucas KSK'02</b>	Rep. Karen Awana	Comm. Clerk/ Office Mgr.
<b>Sharon Lum Ho KSK'67</b>	Sen. J. Kalani English	Committee Clerk
<b>Ainoa Naniole KSK'97</b>	Sen. Russell Kokubun	Legislative Aide
<b>Wintehn Park KSK'83</b>	Senate Majority Office	Asst. Majority Attorney
<b>Pohai Grambusch Ryan KSK'80</b>	Sen. Brickwood Galuteria	Office Manager
<b>Jame Schaedel KSK'01</b>	Rep. Kymberly Pine	Legislative Analyst
<b>Kanani Souza KSK'03</b>	Sen. Clarence Nishihara	Committee Clerk
<b>Charlie St. Sure KSK'60</b>	Rep. Joe Bertram III	Legislative Aide
<b>Tommie Freeman Suganuma KSK'70</b>	Rep. Cindy Evans	Office Manager
<b>Abigail Trenhaile KSK'07</b>	Rep. Karl Rhoads	Legislative Aide
<b>Daniel Truong KSK'05</b>	Ways and Means	Budget Analyst
<b>Resa Tsuneyoshi KSK'07</b>	Sen. Michelle Kidani	Legislative Aide
<b>Lisa Vargas KSK'91</b>	Rep. K. Mark Takai	Office Manager
<b>Gina Wong Williams KSK'80</b>	Sen. Donna Mercado Kim	Office Manager
<b>Brittany Yap KSK'02</b>	Rep. Gilbert Keith-Agaran	Legislative Aide
<b>Jodie Young KSK'07</b>	Sen. Robert Bunda	Legislative Aide



# UH ARCHITECTURE STUDENTS EXPLORING KAIĀULU 'O KAKA'AKO

Above: Kamehameha asset manager Christian O'Connor leads UH architectural students on a tour of Keawe Street in Kaka'ako.

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

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 Ho'okama 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 mana'o about Kaka'ako is to tell traditional stories of Kaka'ako through the built environment," Bantolina said.

The final project for the class



Zach Bantolina explains a three-dimensional architectural model to classmates in his graduate design studio class at UH Mānoa. Bantolina is a recipient of Kamehameha's Nā Ho'okama a Pauahi and 'Imi Na'auao scholarships.



*"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."*

—Christian O'Connor  
KS assets manager

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

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."

## E Ho'i I Ka 'Āina Aloha



*"...the broader picture is to get more Native Hawaiians managing their own resources in the community."*

—Jason Jeremiah, KSK'00  
2008-2009 Papa 'Ōhi'a Lehua fellow

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.



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**Application  
Deadline:  
May 30, 2010**

Download an application today at [www.ksbe.edu/admissions](http://www.ksbe.edu/admissions) or call 1-800-842-4682 ext. 8800.



KAMEHAMEHA SCHOOLS®

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

# SOUL SURFERS

*The Kamehameha Schools Surfers Give Back Club is into surfing and community service*

A fresh and energetic group of Kamehameha Schools Kapālama 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 Kapālama 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 Lili‘uokalani Trust. Students have also volunteered at the Duke Kahanamoku OceanFest,



KS Kapālama Surf Team: First row, from left: Brandi Dugo '10, Breyandi Andrade '10, Lehua Wall '11, Mackenzie Wales '10. Second row: Lea Arce (coach/advisor), Keanu Kiko '13, Jordan Anderson '13, Ryan Moura '13, Kanoa Kimura '13, Hauoli Cecil '12, Kaeo Awana '12, Nick Farrant '12, Kristian McDonald '12. Third row: Ioanne Teves '13, Sean Duim '13, Kalani Tanigawa '11, Kimo Middlesworth (coach), Kaipo Guerrero '85 (coach), Ikaika Ito '99 (coach), Ezekiel Lau '12, Kainalu Chmolack '10.

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.

“The 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, Aotearoa (New Zealand).

*“Our mission is to make sure the students learn to give back to the community using surfing as a platform.”*

– Lea Arce, advisor  
KS Kapālama Surfers Give Back Club

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 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](mailto: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>.



Ezekiel Lau shreds a wave for the KS Surf Team.

## SEEDS OF CHANGE

continued from page 1

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 hierarchal 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 Honokaia on the east side of the Hawai'i island through Kamehameha Schools' agricultural leasehold program. Beach's



*"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 regional asset manager Ka'eo Duarte and water resources engineer Imiola 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 2,000 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," he said. "The intention is awesome. It's a game changer, the effects of which will be felt for generations. We hope to be a partner as things unfold.

Beach said he sees a lot in common between his kuleana and Kamehameha Schools.

"Our intention is be successful at farming and to measure that success economically, sustainably – including the effects on the 'āina – socially and spiritually," he said. "And that sounds a lot like Kamehameha's plan.

"Ultimately, Kamehameha's



Tom Menezes (left) of Hawaiian Pineapple Company is just beginning to market chocolate made from the fruit of the cacao plant (above).

## TEN GOALS GUIDE KAMEHAMEHA'S STRATEGIC AGRICULTURAL PLAN

### Goal 1

Increase the production of fruits, vegetables, meat and other food products on Kamehameha Schools' lands for the local market.

### Goal 2

Supply locally grown products, ideally from Kamehameha Schools lands, to KS campuses and facilities.

### Goal 3

Restore and revitalize traditional systems: lo'i, loko i'a, and dryland field systems.

### Goal 4

Support agricultural education, business planning and farmer certification programs.

### Goal 5

Actively engage in agricultural marketing and media.

### Goal 6

Strategically invest in agricultural support facilities and infrastructure.

### Goal 7

Explore agriculture research and development opportunities.

### Goal 8

Develop a robust and consistent set of agricultural decision-making tools, procedures and guidelines.

### Goal 9

Contribute to a sustainable clean energy future for Hawai'i through education, energy efficiency gains and renewable initiatives.

### Goal 10

Steward forestlands in consideration of the full range of ecosystem services and resource extraction activities – including native forest reforestation, traditional forest products, and energy production.

For more on Kamehameha's Strategic Agricultural Plan, please visit [www.ksbe.edu/land](http://www.ksbe.edu/land).

## KAMEHAMEHA SCHOOLS AGRICULTURE AND CONSERVATION LANDS IN HAWAII

### Kaua'i

**10,855 total acreage**

**Agriculture:** 1,215  
**Conservation:** 9,640  
**Genealogy:** Konia,  
Kamehameha V,  
Ke'elikōlani



### Moloka'i

**4,900 total acreage**

**Agriculture:** 3,270  
**Conservation:** 1,630  
**Genealogy:** Kamehameha V,  
Leleiōhoku



### O'ahu

**46,985 total acreage**

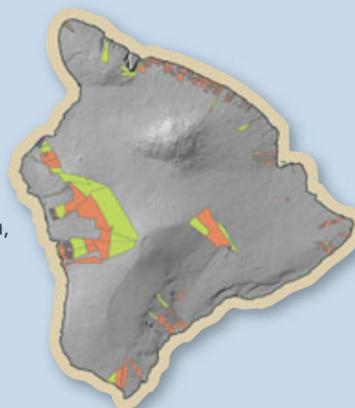
**Agriculture:** 14,755  
**Conservation:** 32,230  
**Genealogy:** Pākī, Konia,  
Kamehameha V, Kekūanā'o'a,  
Kekūāiwa, Ke'elikōlani,  
Kamāmalu, Leleiōhoku



### Hawai'i

**293,065 total acreage**

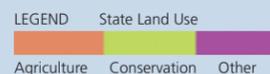
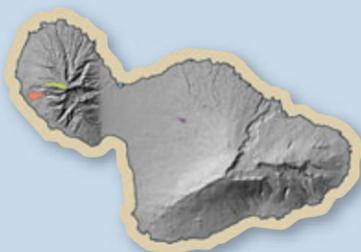
**Agriculture:** 160,935  
**Conservation:** 132,130  
**Genealogy:** Kamehameha V,  
Kamāmalu, Bishop, Kekūāiwa,  
'Akahi, Ke'elikōlani, Konia,  
Lunalilo, Mahune,  
Kekūanā'o'a, Leleiōhoku



### Maui

**2,465 total acreage**

**Agriculture:** 1,200  
**Conservation:** 1,265  
**Genealogy:** Ke'elikōlani,  
Kamāmalu



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.

plan is about connecting people to the land. I'm talking about a spiritual connection. In a lot of ways, I think we've lost that – so the plan, I love it."

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.

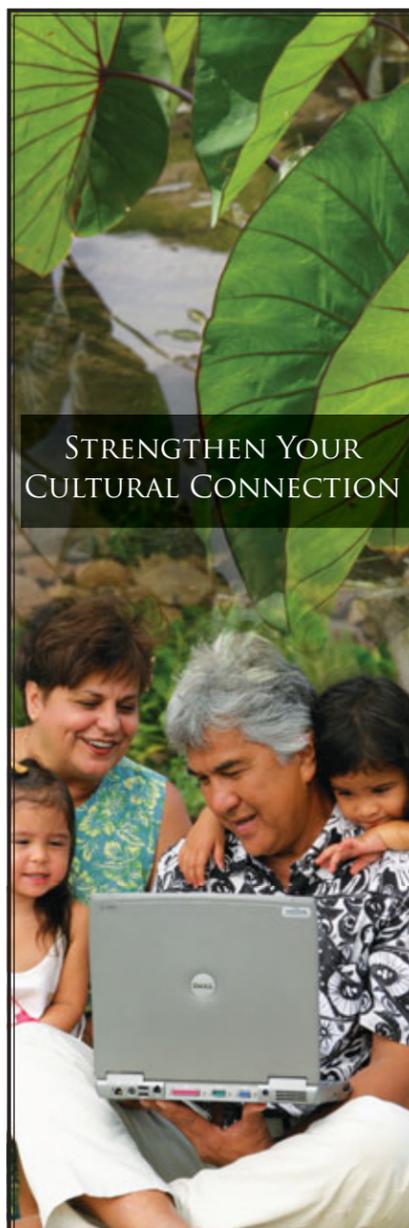
"From here, I want to expand and develop my markets. This is where I feel working with Kamehameha Schools would be good," he said.

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.

While the majority of the plan focuses on the future of agriculture, there is an important part of it that honors the past. The plan sets aside land to restore and revitalize traditional Hawaiian agricultural practices.

"As Hawaiians, we draw a lineage to these lands – these lands which nourish and support us," Hannahs said.

"We know that the 'āina was here first and we were here second. Therefore the land and its resources are our elder sibling and we must respect and care for it as such."



**STRENGTHEN YOUR  
CULTURAL CONNECTION**

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

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Online courses in Hawaiian language and culture for adult learners worldwide. Register at <http://ksdl.ksbe.edu/adult> by **June 15, 2010** for courses in July.

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KAMEHAMEHA SCHOOLS®



## MAUI NŌ KA'OI

Members of the Kamehameha Schools Maui class of 2009 returned to campus in December to attend a Founder's Day breakfast. I mua KS-Maui!

## HĀ'I'ŌLELO A KE KAHU KAHU'S MESSAGE

### DIGGING DEEP AND REACHING HIGH

by *Kordell Kekoa '80,*  
*Chaplain, KS Kapālama*



**H**ow 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. Alikea 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.

Alikea 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



At a recent joint-campus chapel, the "Reaching High" aspect of cheerleading was highlighted with God being the ultimate cheerleader.

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.

# KAMEHAMEHA SCHOOLS ANNUAL REPORT

July 1, 2008 - June 30, 2009



## KAMEHAMEHA SCHOOLS' OUTREACH CONTINUES TO GROW

*More than 44,400 learners served in fiscal year 2009 by the legacy of Princess Pauahi*

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

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 Kapālama, 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."

Organizational highlights for the year included:

- The unveiling of the Kaiāulu '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.

"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 Griep-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.

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 Kāne 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. Kāne KSK '87
- Diane J. Plotts
- Nainoa Thompson

#### CEO

- Dee Jay Mailer KSK '70

## Kamehameha Schools Board of Trustees



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

## Kamehameha Schools Chief Executive Officer Team



**Dee Jay Mailer**  
Chief Executive Officer



**Kirk O. Belsby**  
Vice President for Endowment



**Ann Botticelli**  
Vice President for Community Relations and Communications



**D. Rodney Chamberlain, D.Ed.**  
Vice President for Campus Strategies



**Michael J. Chun, Ph.D.**  
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KS Kapālama



**Lee Ann DeLima**  
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**Randie Fong**  
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**Darrel Hoke**  
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**Sylvia Hussey**  
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**Michael P. Loo**  
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**Kalei Stern**  
Vice President and Executive Director  
Ke Ali'i Pauahi Foundation



**Christopher J. Pating**  
Vice President for Strategic Planning and Implementation



**Colleen I. Wong**  
Vice President for Legal Services



“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.”

– Nolan Malone, director, Research & Evaluation

## STUDIES SHOW KAMEHAMEHA COMMUNITY OUTREACH PROGRAMS HAVING POSITIVE IMPACT ON LEARNERS

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 31 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.

*continued on page 5*

### Numbers Served Through Kamehameha Schools Programs and Collaborations

		FY 05-06	FY 06-07	FY 07-08	FY 08-09
SP1	Children Prenatal to 36 months	104	329	464	1,528
SP1	Center-based preschools	1,439	1,467	1,485	1,532
SP1	Preschool age children	1,094	1,845	1,924	2,879
SP1	K-3 grade in public schools	3,375	1,600	1,952	3,581
SP2	Supporting 4-12 grades, post-high and charter schools	12,043	14,235	15,993	15,833
SP3	Campuses	5,298	5,354	5,372	5,353
SP1-3	Caregiver training and support; support for families and caregivers of children PN-12 – community	4,686	10,776	10,989	13,695
<b>TOTAL NUMBER OF HAWAIIANS SERVED</b>		<b>28,039</b>	<b>35,606</b>	<b>38,179</b>	<b>44,401</b>

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

## 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](http://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, Kanu 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*

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

– Dee Jay Mailer, Kamehameha CEO

# 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!

So, if watching half of your 401(k) evaporate overnight and feeling the pain of a substantial portion of your home equity disappear was 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 newly renovated Pā'ina Ko'olau 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 He'eia. The Pā'ina Ko'olau 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 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

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.

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 values. 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.

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 securities 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*

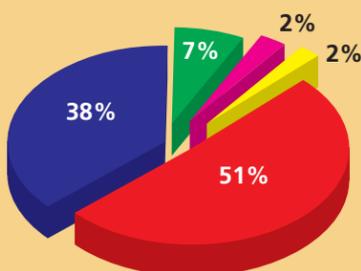


The \$900,000 improved Punalu'u Agricultural Water System will enable up to 8 million gallons of water a day for agriculture in Punalu'u in a manner which only takes what is needed while honoring native stream life like the 'o'opu, hihiwai and 'opae.

## 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:

Category	Amount
Campus-based Programs	\$131 million
Community Education and Scholarships	\$97 million
Major Repairs & Capital Projects	\$19 million
Other Programs and Support	\$6 million
Debt Financing and Other	\$5 million
<b>Total Trust Spending</b>	<b>\$258 million</b>



## Kamehameha Schools Investment Returns

Period ending June 30, 2009

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

<sup>+</sup> Source: Cambridge Associates

## 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 'Āina Ulu team hosted more than 38,000 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 island.

Our water resources group successfully restored water distribution systems in Kohala, Punalu'u, Kawaiiloa, and Kahona. 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.



"The results of the program evaluations have served to re-inspire our commitment to our mission."

– Tony LeBron, director,  
Extension Education Division

## 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'omāka'ika'i (Explorations), Ho'olauna (place-based education) and Kūlia I 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.

"While 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 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.ksbe.edu/spi](http://www.ksbe.edu/spi).



## Collaborators Helping Kamehameha Schools

*continued from page 3*

"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.
- 'Ahahui 'Ōlelo Hawai'i
- Alu Like, Inc.
- Awaiaulu

- 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
- Department of Education
- Edith Kanaka'ole Foundation
- Friends of the Leeward Coast PCS
- 'Aha Pūnana Leo, Inc.
- Good Beginnings Alliance
- Hau'ula Ice Breakers
- Hawaiian Educational Council

- Hawaiian Learning Center
- Ho'okūlōkahi
- Ho'oulu Lāhui
- Hui Maui Ola
- Institute for Native Pacific Education and Culture (INPEACE)
- Ka Huli o Hāloa
- KAANA, Inc.
- Kāko'o Ka 'Umeke
- Kanu I Ka Pono, Inc.
- Kanu o ka 'Āina Learning 'Ohana
- Kawaiaha'o Church
- Ke Ali'i Pauahi Foundation
- Makana o Liloa

- Māna Maoli
- Nā Kamalei
- Paepae 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
- Waipā Foundation

# KAMEHAMEHA SCHOOLS

July 1, 2008 - June 30, 2009

## REPORT ON FINANCIAL ACTIVITIES



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 post-high scholarships as well as supported 17 Hawaiian-focused charter schools with a total of 3,459 students.

### Campus programs

Educated approximately 5,350 students, including roughly 700 seniors, at Kamehameha Schools' campus programs on Hawai'i, Maui and at Kapālama. Key achievements among the tri-campus included the start of a Standards-Based Educational System and the rollout of the Ka Pi'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.ksbe.edu/annual-reports](http://www.ksbe.edu/annual-reports).

### Consolidated Statement of Assets

June 30, 2009

(in thousands of dollars)

	COST OR ESTIMATED FAIR MARKET VALUE	
<b>CASH AND EQUIVALENTS</b>	\$52,820	
<b>INVESTMENTS</b>		
<b>Marketable debt and equity securities</b>		
Common and preferred stocks	\$803,926	
Fixed income	761,290	
Short-term investments and cash equivalents	369,109	
Mutual funds	160,143	2,094,468
<b>Other investments</b>		
Hedge funds	1,769,841	
Private equity funds	630,658	
Commingled funds	333,923	
Other	37,073	2,771,495
<b>Amounts receivable for securities sold</b>		30,276
<b>RECEIVABLES, NET</b>		
Tenant and tuition receivables	8,084	
Interest	12,965	
Trade	3,019	
Other	1,906	
Less: Allowance for doubtful accounts	(6,470)	19,504
<b>PROPERTY AND EQUIPMENT, NET</b>		
Educational property and equipment	499,528	
All other property and equipment	315,917	
Construction in progress	46,607	862,052
<b>REAL ESTATE HELD FOR DEVELOPMENT AND SALE</b>		26,435
<b>DEFERRED CHARGES AND OTHER</b>		105,958
<b>TOTAL ASSETS</b>		<u>\$5,963,008</u>

### Schedule of Hawai'i Real Estate by Island and Zoning\*

June 30, 2009

(in acres)

ISLAND	AREA IN ACRES	PERCENTAGE OF TOTAL
<b>HAWAI'I</b>		
Improved Residential	81.2997	0.03
Apartment	105.7557	0.04
Commercial	173.1248	0.06
Industrial	70.8519	0.02
Agricultural	200,996.1937	67.96
Conservation	93,065.7966	31.46
Hotel and Resort	204.8936	0.07
Unimproved Residential	917.9443	0.31
Homeowner	154.8322	0.05
<b>Total</b>	<b>295,770.6925</b>	<b>100.00</b>
<b>KAUA'I</b>		
Agricultural	1,147.1820	9.78
Conservation	10,578.3470	90.22
<b>Total</b>	<b>11,725.5290</b>	<b>100.00</b>
<b>MAUI</b>		
Improved Residential	175.1950	6.55
Apartment	1.6877	0.06
Agricultural	1,197.3970	44.76
Conservation	1,300.6360	48.63
<b>Total</b>	<b>2,674.9157</b>	<b>100.00</b>
<b>MOLOKA'I</b>		
Agricultural	3,392.0630	68.51
Conservation	1,559.3600	31.49
<b>Total</b>	<b>4,951.4230</b>	<b>100.00</b>
<b>O'AHU</b>		
Improved Residential	2,378.1146	4.70
Commercial	869.4255	1.72
Industrial	258.2544	0.51
Agricultural	17,942.2652	35.48
Conservation	29,095.2280	57.54
Hotel and Resort	19.5111	0.04
Unimproved Residential	5.9230	0.01
<b>Total</b>	<b>50,568.7218</b>	<b>100.00</b>
<b>SUMMARY</b>		
Improved Residential	2,634.6093	0.72
Apartment	107.4434	0.03
Commercial	1,042.5503	0.29
Industrial	329.1063	0.09
Agricultural	224,675.1009	61.44
Conservation	135,599.3676	37.08
Hotel and Resort	224.4047	0.06
Unimproved Residential	923.8673	0.25
Homeowner	154.8322	0.04
<b>Total</b>	<b>365,691.2820</b>	<b>100.00</b>

\* Unaudited



KAMEHAMEHA SCHOOLS®

# A NOBLE LIFE

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

*Dale Noble was the choral director at Kamehameha Schools from 1963 until his retirement 32 years later in 1995. In Honolulu to judge the 90th Annual Kamehameha Schools Song Contest held on March 19, Noble recently moved with his wife Alice to Santa Barbara, Calif., to be near family.*

*Upon retirement, Noble led the Honolulu Boy Choir for several years. Today, he serves on the Board of Governors of the National Youth Choir of Great Britain and sings with the Santa Barbara Symphony Chorus. He is also choral director of the Santa Barbara Vista Voice, a retirement residence choir, whose members' median age is 87.*



*“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.”*

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 Hoku '25**.

“There is no question in my

mind, Song Contest is the heart and soul of Kamehameha Schools Kapālama,” Noble said. “It has become such an integral part of the curriculum, and two things have helped to accomplish this.

“First, the older students become role models to the younger students who watch the performance, and think, ‘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 Kapālama 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.” he said.

Noble said he sees other values that Song Contest brings to Kamehameha as well:

- Helps perpetuate Hawaiian language and culture – students must understand and appreciate the text and context of their

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.



## Share your news!

I Mua invites all Kamehameha Schools graduates to share news about their personal, professional or academic achievements. Please limit announcements to 100 words. Digital photos should be jpg or tiff files, 4 x 6 inches in size and at 300 dpi resolution. Please see "Submissions" information on page 3. Mahalo!

## 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 speakers included **Fred Cachola, Peter Kama, Piliialoha Kahoiwai, Madeline McKeague** and **Joseph Travis**.

## 1960s

■ **Rosina Manaku 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, "Kamiano! Kamiano!" which means Damien in Hawaiian. Then, a little boy called out, "I am Manaku." The Manaku 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 skin moment for Rosina.

■ **Norman "Puna" Nam KSK'61** was elected president of the Kailua Chamber of Commerce. Nam is the owner of Cinnamon's Restaurant in Kailua where they are celebrating 25 years in business. Listed as one of Hawai'i'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 Vacations." Just as Cinnamon's is a family restaurant, the Nams are a Kamehameha family including sister **Perlita Nam KSK'64**, brother **Alfred Nam KSK'65** and sons **Alika Nam KSK'90** and **Douglas Nam KSK'86**.

■ **George Van Gieson KSK'66** has coached air riflery 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, George 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.



From left, Fred Cachola, Peter Kama, Puaaloha Kahoiwai, Madeline McKeague and Joe Travis visit Mauna 'Ala.

## 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 Nakoia KSK'69** and **Keawenuiaumi Malama KSK'87** are working in the administration department. **Malissa 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 **Nalani Pahia Kaye KSK'96** and **Philip Livsey 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 Hawaiian Affairs through its subsidiaries.

## 1980s

■ Congratulations to **Margaret Ku'umomi 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 special 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 Kia'aina KSK'81** is the new chief advocate for OHA. Before OHA, Kia'aina 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 Alika 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



Denise Iseri-Matsubara KSK'81



Esther Kia'aina KSK'81



Dr. Matthew "Kamana'opono" Crabbe KSK'82



Kekoa Kaluhiwa KSK'94, Cheryl and Kamakoa

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. This position ends an 11-year career as executive assistant to U.S. Sen. **Daniel Akaka**. Kaluhiwa is also a member of the Nā Hōkū Hanohano award winning group, Holunape.

## 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 nonprofit Council for Native Hawaiian Advancement (CNHA), will

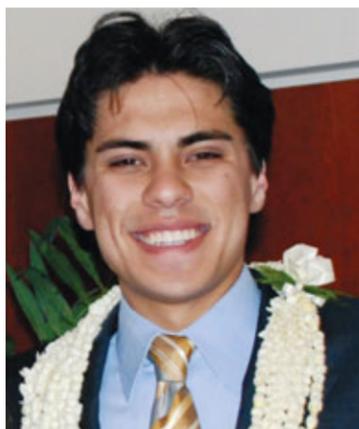
be in the nation's capital to open CNHA's first Washington, D.C. office this year. While there, she will work on projects and legislative advocacy for CNHA member organizations and programs, specifically the Federal Programs Unity Project adopted by the CNHA Board and presented at the Eighth Annual Native 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.



Nicole Cabral KSK'00



Gabriel Papa KSK'07

## BIRTHS

Congratulations to the proud parents!

■ **Misty Bishaw Kaniho KSK'93** and Jarrett Kaniho welcomed daughter Lahaina Saline on Oct. 11, 2008. Proud brothers are Kekaula KSK'17 and Ka'onohi.

■ **Nicole Pei Cardillo KSK'90** and Mark Cardillo welcomed daughter Kalena Malia on April 6, 2009.

■ **Dawn "Kanani" Bona Yojo KSK'95** and **Robert "Keaka" Yojo KSK'95** welcomed daughter Malie Leiko Kealaulapihaaloha on Aug. 18, 2009.

■ **Raeder "Duke" Kinney, Jr. KSK'91** and Erin Kinney welcomed son Drew Raeder Pa'akaua on Aug. 18, 2009. He joins big sister Austen.

■ **Michael Isara KSK'92** and Tracie Isara welcomed son Pukaniopuna Kazuo on Oct. 16, 2009. Proud aunty is **Kimberly "Kehaulani" Isara KSK'94**.

■ **Kealoha Kagawa KSK'00** and Troy Esera welcomed daughter Kellen Kahala Mie on Oct. 16, 2009.

■ **Louise "Kauai" Torres Reyes KSK'01** and Cisco Reyes welcomed daughter Kenna-Rose Ku'uipou'iokalanihiwa on Dec. 2, 2009. She joins big sister Kaila.

■ **Adreene Soares Cui KSK'85** and Stephen Cui, Jr. welcomed daughter Shae Makanalani Nanilei on Dec. 15, 2009. Proud relatives are **D'Ette Soares Terada KSK'80** and **Wade Terada KSK'80**.



Lahaina with brothers Kekaula and Ka'onohi.



Kalena Cardillo



Malie Yojo



Austen and Drew Kinney



Pukaniopuna Isara



Kellen Esera



Kenna-Rose and Kaila Reyes



Shae Cui

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. **Kaipolani 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 **Geena Koka**

**KSK'99, Ryan "Ka'ohi" Daniels KSK'92** and **David Daniels KSK'91**.

■ **Kevin Young KSK'85** and **Carolyn Taoka** were married on July 11, 2009. In attendance were **Darrell Young KSK'81, Stephen Roy KSK'85, Michael Conching KSK'85** and **Carson Young KSK'12**.

■ **Cari-Rose Aquino KSK'00** and **Michael Iverson** were married on Aug. 29, 2009. **Jarvalen Rabe 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 "Kaimana" 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 Naeole 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**.

■ **Shanan 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 Kaholokula Hughes KSK'87** and **Crystal Hughes '17**.



Jaelene Ka'a'a '96 and Brandon Swain



Raelyne Kamaunu '02 and Emmitt Lapinid-Kamaka



Robert Yojo '95 and Dawn Bona '95



Carolyn Taoka and Kevin Young '85



Cari-Rose Aquino '00 and Michael Iverson



Jack Sellman and Laura Teale '86



Michelle Chavez and Kapono Kobylanski '01



Malia Naeole '98 and Kekoa Soon '97



Shanan Kaholokula '84 and Albert Seamster '84

ALUMNI ALERTS

by Gerry Vinta Johansen '60



■ **Reminder:** clearance is needed when visiting KS Kapālama 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'ae'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 expensive. 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."



KE ALI'I PAUAHI FOUNDATION

## At a Glance: July 1, 2008 – June 30, 2009 Annual Report

To view the entire Annual Report, or to make a gift online, go to: [www.pauahi.org](http://www.pauahi.org)



'Ahahui o Isaac and Mary Harbottle 'Ohana

### SCHOLARSHIP DONOR SPOTLIGHT

#### ISAAC AND MARY HARBOTTLE SCHOLARSHIP

In 2009, 25 members from the 'ohana of **Isaac Hakuole 1893** and Mary Kaimookalani Kamaolipua Okuu Piikoi Harbottle completed a multi-year goal to collectively donate funds and initiate an endowed scholarship. This new scholarship is offered in the 2010 season and challenges recipients to keep the native Hawaiian culture alive through education, community organization and/or spiritual development.

"The grandchildren, great-grandchildren and great great-grandchildren of Isaac and Mary Harbottle were enthusiastic and blessed in establishing this scholarship through Ke Ali'i Pauahi Foundation," said Ralph Aona, 'ohana representative. "It was created to perpetuate and honor the legacy of Isaac and Mary Harbottle, keep their 'ohana connected and strong; and sustain a healthy community by embracing the value of education for native Hawaiians. Mahalo to the Foundation for assisting us in establishing this scholarship to honor two special educators and spiritual and community leaders."

### SCHOLARSHIP RECIPIENT SPOTLIGHT

#### DAN AND RACHEL MAHI SCHOLARSHIP

**Leah Enos**, *Ke Kula 'o Samuel M. Kamakau*  
University of Hawai'i at Hilo, Hawaiian Studies/Language



"My goal in life is to receive degrees in pre-education and Hawaiian studies so that I am able to give back to my kūpuna, community and future generations—I want to instill in them the possibilities and education I have been privileged to learn and someday teach." Hoping to complete a master's degree in Hawaiian language and education at the University of Hawai'i at Hilo, Leah is eager to educate young Native Hawaiians about their culture and history and to inspire other Hawai'i educators to grow.

#### NATIVE HAWAIIAN VISUAL ARTS SCHOLARSHIP

**Jordan Souza**, *Kamehameha Schools, '01*  
University of Hawai'i at Mānoa, Pacific Island Studies



"My dream is to open or help facilitate an indigenous art school in Hawai'i. I believe such a place should exist as such places exist throughout the Pacific and are landmarks to the revival of Pacific cultures."

### ANNUAL REPORT FINANCIAL STATEMENT FOR 2008-2009 FISCAL YEAR STATEMENT OF ACTIVITIES

#### REVENUES, GAINS AND OTHER SUPPORT

Contributions and bequests	
Kamehameha Schools	\$ 923,769
Other	294,696
Special event revenue	100,174
Net realized and unrealized losses on investments	(1,399,166)
Investment income	573,443
Change in beneficial interest in remainder trust	(77,100)
<b>Total revenues, gains and other support</b>	<b>\$ 415,816</b>

#### EXPENSES

General and administrative	\$ 571,714
Scholarship and financial aid	491,706
Fund-raising and development	196,320
Direct costs of Waikiki Nei special event	31,414
<b>Total expenses</b>	<b>\$ 1,291,154</b>

#### Change in net assets

**\$ (875,338)**

#### Pension and postretirement related changes other than net periodic pension and postretirement cost

**(387,575)**

#### NET ASSETS - BEGINNING OF YEAR

**\$ 13,274,166**

#### NET ASSETS - END OF YEAR

Unrestricted	
Undesignated	\$ 2,274,900
Board designated for endowment	374,315
Temporarily restricted	4,945,105
Permanently restricted	4,416,933
<b>Total net assets - end of year</b>	<b>\$ 12,011,253</b>

### 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. Other ways of making a future gift are: naming the Foundation as a beneficiary of a portion of an IRA or other retirement plan, or life insurance policy, or establishing a charitable remainder trust with the principal payable to the Foundation when the trust terminates.

**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 Koliaokalani Lutz Sr.** of Kailua, O'ahu died Nov. 9, 2009. Born in Honolulu, he was a retired Air Force colonel.

## 1942

■ **Blanche Kauai 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, Kaua'i, he was a U.S. Army veteran and retired Farrington High School principal.

## 1947

■ **Bernard Kalikolehua 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

■ **Edward "Kaipo" Wilmington** of Wai'anae, O'ahu died Jan. 8, 2010. Born in Honolulu, he retired from the U.S. Army before retiring as a wharf builder from the Public Work Center at Pearl Harbor.

## 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.

■ **Robert Allen Hanaike** of Kāne'ohe, O'ahu died Feb. 1, 2010. Born in Hawai'i, he retired from the Hawai'i Army National Guard as a systems analyst after more than 35 years.

■ **Matilda Emalia Ho'okano** Naipo of Kāne'ohe, O'ahu died Dec. 13, 2009. She was born in Ko'olau Poko, O'ahu.

## 1952

■ **Alex Gregg K. Meyer** of Mililani, O'ahu died Jan. 13, 2010. Born in 'Ewa, O'ahu, he was a retired director of Lunalilo Home.

■ **Benjamin Bertram Pilialoha Silva** of Makawao, Maui died Nov. 23, 2009. Born in Lāhainā, he was a retired Maui Police Department officer.

## 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.

■ **Althea Cecilia Kala** Price of Honolulu, O'ahu died Jan. 7, 2010. Born in Honolulu, she was a homemaker.

## 1960

■ **Charles Julian Noelani Paio**

of Pearl City, O'ahu died Dec. 14, 2009. Born in Wailuku, Maui he was a U.S. Army veteran and retired Aloha Airlines shift supervisor.

## 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 Polynesian craftsman. While at Kamehameha he was class song leader and commander of the Kamehameha ROTC Band which participated in the Inaugural Celebration of President Kennedy.

■ **Judy Mae Puahaunani Cooper** Tsutsui of Kāne'ohe, O'ahu died Dec. 2, 2009. Born in Honolulu, she was a homemaker.

## 1962

■ **Clement "Butch" Kauahi Souza** of Honolulu, O'ahu died Jan. 17, 2010. Born in Honolulu, he was a retired Matson Freight Company mechanical engineer.

■ **Wayne Wahieala Wahineokai** 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.

## 1966

■ **Wayne Kaho'onei Panoke** of Kāne'ohe, O'ahu died Nov. 13, 2009. Born in Honolulu, he was a Native Hawaiian activist and community leader. He served as executive director for 'Ilio'ulaokalani Coalition, project director for "No Vote, No Grumble," director of the Prince Kūhiō Festival, host of Nā Kai 'Ewalu radio show and legislative adviser in Native Hawaiian issues for state Rep. Mele Carroll. He also produced Hawaiian theme shows in Las Vegas and was the first student to serve on the Board of Regents at the University of Hawai'i.

## 1967

■ **Francis Kalei Baricutro** of Wahiawā, O'ahu died Jan. 20, 2010. Born in Honolulu, he was an electrician with the Navy Public Works Center.

■ **Ethel Pualani Akina** Manuel of Hale'iwa, O'ahu died Nov. 1, 2009. Born in Honolulu, she was an Army Community Services family members' assistant.

## 1968

■ **Wayne Kaleolani 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 nonpublic 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 nonpublic school and nonpublic agency services.

## 1969

■ **Leanne Kuuleimomimaka-onaona Waiiau** 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 Kihei, Maui died Jan. 8, 2010. Born in Wailuku, he was a Matson longshoreman.

## 1973

■ **Will Russell Ka'ai Cluney** of Kāne'ohe, O'ahu died Nov. 3, 2009. Born in Ho'olehua, Moloka'i, he was a retired sergeant with the

Honolulu Police Department. A fourth generation law enforcement officer, Cluney spent seven years with the Solo Bike unit where he mentored and befriended many. In 1994 he was awarded the department's Medal of Merit for his actions involving a rampaging circus elephant. He fought his battle with cancer with courage and humor surrounded by the love of his family.

## 1974

■ **Dolwin Haunani Keanu** Matsumoto of Pearl City, O'ahu died Jan. 27, 2010. 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.

## 1977

■ **Heidi Alohalani Swanson** Mia of Kailua, Kona, Hawai'i. Died Oct. 9, 2009. Born in Honolulu, she was a state court clerk.

## 1986

■ **Jan Noelle Ellazar** Nall of Seattle, Wash., died Nov. 14, 2009. She was an account executive with Meisenbach Capital Management.

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**KAMEHAMEHA SCHOOLS®**

*Net proceeds benefit Kamehameha Schools' educational mission through Ke Ali'i Pauahi Foundation.*



# Amplifying Hawaiian Perspectives

Featuring the latest news from Kamehameha Publishing

Kupulau 2010



## Ko Hilo Kama'āina

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

Early in 2010 Kamehameha Publishing got a big boost when Hilo-born Keoni Kelekolio joined the division as editor.

"We are incredibly lucky to have Keoni," says Kamehameha Publishing director Kēhau Cachola Abad '82. "He already plays a lead role in many projects, including Kumukahi—a new Hawaiian culture 'textbox' for fourth-graders."

Keoni previously worked as an editor and curriculum developer at Hale Kuamo'o—Hawaiian Language Center. He also served as assistant professor with Ka Haka 'Ula o Ke'elikōlani College of Hawaiian Language at UH-Hilo.

"All the work at Ka Haka 'Ula and Hale Kuamo'o is aimed at expanding 'ōlelo Hawai'i," says Keoni. "I knew I could continue that important work here."

With more than fifty books and multimedia projects in progress, there's plenty of work to be done at the Kamehameha Publishing hale.

Welina mai—welcome, Keoni!

*He pua no ka wēkiu ke mohala nei ma ka Papa Ho'opuka 'o Kamehameha, 'o ia 'o Keoni Kelekolio no Hilo o ka ua Kanilehua. Ua hai 'ia 'o ia i luna ho'oponopono ma Ianuali, 2010.*

*"Pōmaika'i mākou i kēia limahana hou," wahi a Kēhau Cachola Abad '82. "He mau pāhana kāna e alaka'i nei, e like me Kumukahi, ka papa ha'awina Hawai'i hou no ka papa 'ehā."*

*Ma mua, he luna ho'oponopono a he ho'omohala ha'awina 'o Keoni ma ka Hale Kuamo'o—kikowaena 'ōlelo Hawai'i. Ua noho polopeka kāko'o nō ho'i 'o ia no Ka Haka 'Ula o Ke'elikōlani, ke Koleke 'Ōlelo Hawai'i i ma ke Kulanui o Hawai'i ma Hilo.*

*Wahi a Keoni, "'O nā hana ma Ka Haka 'Ula a me ka Hale Kuamo'o, he ho'ōla 'ōlelo. Ua maopopo ia'u, ma kēia hana hou, hiki ia'u ke ho'omau i ia hana ko'iko'i ma 'ane'i."*

*He kanalima a 'oi mau pāhana puke a laupāpaho o ka Papa Ho'opuka 'o Kamehameha i kēia manawa, he nui nō nā hana e ho'okō 'ia.*

Welina mai ke aloha e Keoni!

## Merrie Monarch Festival and Kamehameha Publishing Share the Dance

Kamehameha Publishing, along with The Kukui 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 \_\_\_\_\_

Ka mō'i nona ka inoa kapakapa 'o Merrie Monarch — the king whose nickname is the Merrie Monarch

2 \_\_\_\_\_

Ke 'ano ku'una o ka hula — traditional hula

3 \_\_\_\_\_

Ka 'āina kahi e mālama 'ia ai ka 'aha ho'okūkū hula 'o Merrie Monarch — the land where the Merrie Monarch Hula Festival is held

4 \_\_\_\_\_

He hale no ke a'o 'ana i ka hula — place for hula instruction

5 \_\_\_\_\_

Ka mea hula — a hula dancer

6 \_\_\_\_\_

He akua hula — a goddess of hula

7 \_\_\_\_\_

Ka mea e a'o ana i kona 'ike i ka haumāna — teacher

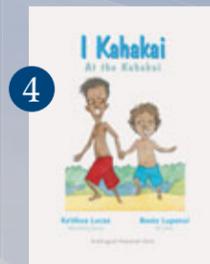
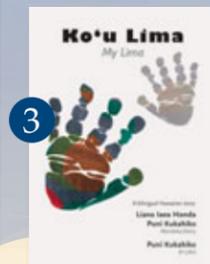
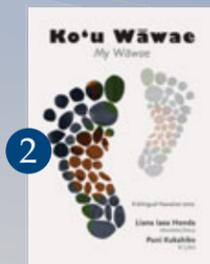
8 \_\_\_\_\_

He ua kaulana no Hilo — a famous rain of Hilo



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# CLUCK, MOO, AND SNORT

## *Animal Husbandry at Kamehameha Schools*

by Janet Zisk, KS Archivist



The Kamehameha Schools Archives is located in Midkiff Learning Center, Kapālama Campus. The Archives is open to the public by appointment from 9 a.m. to 3 p.m. year-round on school days. Donations of artifacts dealing with the history of Kamehameha Schools are welcome.

For more information, please contact archivist Janet Zisk at 842-8945 (jazisk@ksbe.edu), or assistant archivist Candace Lee at 842-8455 (calee@ksbe.edu), or visit [www.ksbe.edu/archives](http://www.ksbe.edu/archives).

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 descendent 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.

At first, the land area ma uka of the original Boys’ School campus was used for growing various food crops as well as providing space for a piggery, a cattle barn (for milking cows) and enclosed space for poultry.

As these activities expanded, a larger land area was needed.

An article in the 1926 yearbook, “Ka Mō’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 Mō’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.

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