

# IMUJA

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PUBLISHED FOR THE KAMEHAMEHA SCHOOLS 'OHANA

## *Hawaiians in Scotland*

KS Hawai'i's world-class haumāna bring their Hawaiian opera "Hā'upu" to the world's largest performing arts festival in Edinburgh, Scotland



## FULFILLING PAUAHI'S VISION FOR HER PEOPLE

by Livingston "Jack" Wong  
Chief Executive Officer

In the course of our work at Kamehameha Schools, it is gratifying and affirming when we come across examples of Ke Ali'i Pauahi's ideals and values shining through the work and lives of those touched by her legacy.

These stories are gratifying because they show that the work of Kamehameha Schools, today and over the last 129 years, continues to make a positive difference in the lives of thousands in our community.

As CEO, this reality affirms my deep belief and understanding that the role Pauahi envisioned for her bequest goes far beyond the "two schools" penned in her Will. She intended education to be the means to restore an entire people – her people – after witnessing the decline of Hawaiian society during her lifetime.

This understanding is the basis for the aspirational Vision 2040 shared by our Trustees in 2015:

*Within a generation of 25 years, we see a thriving lāhui in which our learners achieve postsecondary educational success, enabling good life and career choices. We also envision that our learners will be grounded in Christian and Hawaiian values and will be leaders who contribute to their communities, both locally and globally.*

To realize this vision, Kamehameha Schools has realized the limitations of providing direct services to few students compared to the benefits of working collectively to impact many. This shift in approach calls for partnering with the larger systems affecting our children – public education, university systems, other private providers. Our motivation is to create environments in which all Hawaiian learners can succeed.

In addition, Kamehameha Schools is making Hawaiian culture-based education core to the KS educational experience and a central driver for our partnerships and collaborations. Culture is key to educational success among Native Hawaiian students, and we remain committed to making Hawaiian culture-based education a more significant component of Hawaii's larger educational landscape.

Further, our focus on developing and nurturing leaders – a Kamehameha tradition – is expanding to include all that we do. We know Hawai'i is a special place, unique in the world. And the people from this place have much to share to make Earth a better, more sustainable place to live.

The leaders we seek to grow, and those we work with others to develop, will be the next generation showing us all the way forward to our thriving lāhui.

Our bold vision requires bold change. You'll see examples of the change happening at Kamehameha throughout this issue of I Mua and in our Annual Report insert.

This kind of change doesn't happen overnight, and it isn't easy.

Our Trustees, executives, faculty and staff have been working hard, both building on the foundation of excellence laid by those who came before us, and by reaching out to others to forge new partnerships while challenging ourselves to learn new ways to realize the thriving Lāhui intended by our Founder.

We mahalo all of them for the skills and talents they bring to this work, and, more importantly, for the heart and dedication they devote to our mission.

We have much good work ahead of us. I look forward to sharing more of our progress with you, through I Mua and other channels, and I invite your mana'o, your 'ike, and your kōkua all along the way.

Me ka ha'aha'a,

Jack



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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.

## ON THE COVER

Kamehameha Schools Hawai'i senior  
Daylan-Blake Kala'i performs an  
oli as he walks The Royal Mile in  
Edinburgh, Scotland, as part of a  
promotion for the school's Hawaiian  
opera "Hā'upu." The Royal Mile is  
the name given to a succession  
of streets forming the main  
thoroughfare in the city. Kala'i plays  
Kapepe'ekaula in the hit production,  
a rogue ali'i from Moloka'i who  
kidnaps Hina, an ali'i from Hilo, in  
an attempt to barter a peace for his  
people.





# WALK NAMED KS NATIVE HAWAIIAN COMMUNITY EDUCATOR OF THE YEAR

**H**awaiian language immersion school kumu H. Ka’umealani K. Walk has been awarded the Kamehameha Schools 2016 Native Hawaiian Community Educator of the Year Award.

She was presented the award in October 2016 at the Council for Native Hawaiian Advancement’s Annual Native Hawaiian Convention. Walk was recognized for building educational pathways for generations of Native Hawaiian learners.

The KS award recognizes visionary education leaders who create learning environments that engage Hawaiian learners in the practice and perpetuation of Hawai’i’s native language and culture.

Walk has served as a kumu in the Hawai’i State Department of Education’s Kaiapuni (Hawaiian language immersion) schools for more than 25 years, in elementary and secondary education classrooms.

“Known to her family and friends as kumu, aunty and mother, Ka’umealani Walk has made an impact on hundreds of haumāna (students) throughout the years,” said Kā’eo Duarte, KS vice president of Community Engagement and Resources.



“Kamehameha Schools relies on partnerships with community educators to help us improve the educational well-being of all Native Hawaiian learners, and this award is a way to say ‘mahalo piha’ for your contributions.”

- Kā’eo Duarte, KS VP of Community Engagement and Resources

“Kamehameha Schools relies on partnerships with community educators to help us improve the educational well-being of all Native Hawaiian learners, and this award is a way to say ‘mahalo piha’ for your contributions.”

Walk began her educational efforts at the Hawaiian language immersion schools Ke Kula Kaiapuni o Waiiau in Pearl City and Ke Kula Kaiapuni ‘o Ānuenuenu in Pāloalo. As a mother of five, she and her husband Kamoā’e endured the 75-plus-mile round trips from their home in Hau’ula to Pearl City and back to ensure that their keiki were taught in ‘ōlelo Hawai’i.

During this time, Walk worked steadfastly on her vision of establishing the Kaiapuni educational pathway closer to home. She eventually helped launch Ke Kula Kaiapuni o Hau’ula and later Ke Kula Kaiapuni Hawai’i ‘o Kahuku Academy in the Ko’olauloa district.

The initial Kaiapuni middle school classes within Ko’olauloa were held at BYU-Hawai’i as a direct result of Walk’s advocacy. As the program continued to grow, the Kula Kaiapuni ‘o Kahuku Academy was formally included as part of Kahuku High School and continues to service the area’s educational needs.

“All of us are born with kuleana, and as we teach our keiki those things that we remember growing up, they will be equipped with the knowledge that they need to alaka’i (guide) us into the next several thousand years,” Walk said.

“It is my hope that we never forget the people who came before us. Our kūpuna are here with us all the time, we just need



Hawaiian language immersion school kumu H. Ka’umealani K. Walk (center) is awarded the KS Native Hawaiian Community Educator of the Year Award. Beside her, at left, are Wai’ale’ale Sarsona, – managing director of KS’ community education division, Kūamahi – and Kūamahi Senior Policy Analyst **Ka’ano’i Walk KSK’99**, who nominated his mother for the award.

to make sure to listen and do what we know is right. Every life that we touch, every life that we help, is a success for all of us.”

**Ka’ano’i Walk KSK’99** – son of the awardee and a senior policy analyst within KS’ Kūamahi community education division – nominated his mother for the award and helped present it to her.

“My mother has always been and will continue to be a spiritual leader for me but it also brings me great joy to see her positive influence in her students’ lives,” Ka’ano’i Walk said.

“Ka’umealani continues to mentor and guide her haumāna, including those who have since graduated and are beginning families of their own. Kaiapuni was truly a reflection of (life at) home. As a young Hawaiian, that was so important to me to have that foundation.”

Previous recipients of the KS Native Hawaiian Community Educator of the Year Award include kumu hula, educator and cultural practitioner **Hōkūlani Holt-Padilla KSK’69**; and Wai’anae Intermediate School teacher Maika’i Spencer.



# ORDER OF KE ALI’I PAUAHI AWARD GALA HONORS JAN DILL AND RAISES OVER \$200,000 FOR EARLY CHILDHOOD EDUCATION

The Pauahi Foundation and Kamehameha Schools recognized **Jan Dill KSK’61** as the 2016 Order of Ke Ali’i Pauahi Award recipient at a gala held at the Royal Hawaiian Hotel on October 12, 2016.

The award, which was first given in 1956, is bestowed upon those who have been unselfish in their gift of time, dedication and service to their community and who exemplify the qualities of character and leadership that are consistent with the spirit of KS founder Princess Bernice Pauahi Bishop. Other notable recipients include Samuel E. King, Duke Kahanamoku (an honorary graduate of the Kamehameha School for Boys class of 1910), Edith Kanaka’ole, Sen. Daniel Inouye and Sen. **Daniel Akaka KSK’42**.

This was the first time in the award’s 60-year history that a gala was held to honor a recipient. In total, the event grossed over \$200,000 with net proceeds to be distributed to partner organizations dedicated to improving early childhood education across Hawai’i.

“The Order of Ke Ali’i Pauahi Award ranks among the highest honors at Kamehameha Schools and acknowledges those whose personal and professional contributions have had a significant, positive impact on the Hawaiian community,” said Jack Wong, KS CEO. “Jan is a shining model of what it is to be ‘good and industrious’ as Princess Pauahi had envisioned for all Native Hawaiian learners.”

“The event was an opportunity to recognize a special man and his amazing



Jan Dill is honored with the Order of Ke Alii Pauahi award.

“Jan is a shining model of what it is to be ‘good and industrious’ as Princess Pauahi had envisioned for all Native Hawaiian learners.”

- KS CEO Jack Wong

contributions,” added **Caroline Peters-Belsom KSK’66**, Pauahi Foundation board chair and co-chair of the gala. “In the process, we were able to raise funds for an area of need that Jan has a passion for.”

Dill was selected for his years of dedicated service to helping communities locally, as well as abroad. He is the co-founder of Partners in Development Foundation (PIDF), a non-profit committed to assisting Native Hawaiian children and families using Hawaiian values and perspectives.

“I accept this award on behalf of the hope and expectation that Kamehameha can move forward in building these amazing partnerships to join with the community, aggregate resources and really address the issues that we need to address if the legacy of Bernice Pauahi Bishop is put to life,” Dill said in his acceptance speech. “Let’s stop ignoring the tremendous needs of our community and come together to work toward true transformational change.”

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From left, Kamehameha Schools trustee **Micah Kāne KSK’87**, former U.S. senator and Order of Ke Ali’i Pauahi Award recipient **Daniel Akaka KSK’42**, KS CEO Jack Wong, **Jan Dill KSK’61** and KS trustee **Lance Wilhelm KSK’83** celebrate Dill’s award at a gala held at the Royal Hawaiian Hotel in October 2016.

# KAMEHAMEHA'S EDUCATIONAL APPROACH BEGINS WITH CULTURE

**K**amehameha Schools has a steady eye on the future, preparing for projected increases in the population of Native Hawaiian learners over the next several decades and continued disparities in educational access, achievement, and outcomes afforded our students and families.

To boost positive impact for Native Hawaiian learners, we will leverage our resources and assets to achieve Strategic Plan 2020 and Vision 2040. A most valuable, precious treasure is our Native Hawaiian culture; our entire state benefits from its vibrancy.

Philosophically, KS' educational approach begins with culture, which we treasure as unique and precious. It might even be considered a competitive advantage, a gift our students offer the world through their leadership and service. Our commitment at KS is to engage and inspire Native Hawaiian learners to achieve their highest potential via an education that is meaningful, real world, culturally rich, and personalized, ultimately leading to greater Native Hawaiian well-being.

Education is about power. It confers agency, skills and competencies permitting our Native Hawaiian learners to thrive fully in a global society. To date, the evidence indicates mainstream educational systems have failed in that undertaking for too many of our people.

Decades of research show that learners thrive with culture-based education (CBE), especially indigenous students who are more likely to experience positive socioemotional and other outcomes than with more conventional Western culture approaches. Consider the following:

## 1 Socio-emotional

Studies show indigenous CBE increases individual and collective identity, building students' positive self-concept, resilience, and confidence. In turn, socioemotional development improves achievement and other key markers of a healthy,

well-adjusted life.

For example, learning family genealogy is positively correlated with school performance, and speaking the heritage language negatively associated with substance abuse and depression. Document well-established positive relationships between higher ethnic identity and self-efficacy, and find inverse relationships with loneliness and depression.

## 2 Family engagement

Research evidences that culturally contextualizing education generates robust relationships and support from surrounding communities and families, increasing students' sense of belonging at school. Studies also reveal the strong pull of shared priorities for language- and culture-rich education in schools serving indigenous communities, drawing in parents, youth, and community leaders alike.

## 3 Student learning

CBE strengthens student engagement in learning. Prior research shows improved

student engagement when educators flexibly "create collaborative and culturally diverse learning environments, adapt cultural patterns in classroom verbal interactions, and other cultural dimensions of reciprocal interaction and dialogic instruction." Case studies have found related positive effects, including indigenous student gains in math; improved math test scores with Native Yup'ik approaches; doubled achievement results among Pacific Islander university students taking upper-level mathematics courses, and superior Native and non-Native Alaskan student learning outcomes in urban and rural schools using culturally responsive curricula.

Embodiment of a culture-based set of principles and approaches, Kamehameha Schools' instruction, curriculum, and assessment methods will provide learners a world-class education, setting the course for stellar achievements and accomplishments across all domains of life. We fully believe that CBE will best serve the needs of our students, and remain dedicated



2



3



to constantly improving our educational efforts through research, development and refinement.

Amongst our partners, similar culture-based approaches strengthen local public education systems, for example, recent efforts in the Hawai'i Department of Education to create the new Office of Hawaiian Education and Board of Education policy, Nā Hopena A'o. The University of Hawai'i, as an indigenous-serving institution, continues this public education commitment to culture, community and place into post-secondary education, including the system-wide

efforts of the Hawai'i Papa o ke Ao council in the President's office.

Thus, Hawaiian culture-based education will be the experience of successive generations of Native Hawaiian and other students attending the Kamehameha Schools, the DOE, UH, and our community partner programs. Boldly carrying the legacy of our ali'i and hand-in-hand with our partners, our commitment to outstanding student achievements, leadership, and service has not and will not change.

Contributed by Dr. Shawn Malia Kana'iaupuni, executive consultant, Kamehameha's Strategy and Innovation Group

#### FOR MORE:

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# *Hawaiians in Scotland*

KS Hawai'i's world-class haumāna bring their Hawaiian opera "Hā'upu" to the world's largest performing arts festival in Edinburgh, Scotland

Putting together an opera is no easy task.

Putting together an original opera, in the Hawaiian language, with high school students, in a limited timeframe, might seem impossible by most standards.

Doing all of that, and then adapting that show to travel 7,000 miles to the far side of the world for an audience that has never seen a Hawaiian opera – at the world’s largest performing arts festival – might seem downright unachievable.

## World-Class Hawaiian Culture-Based Education Defined

The story of KS Hawai‘i performing a Hawaiian opera in Scotland is an example of world-class Hawaiian culture-based education.

World-class Hawaiian culture-based education leverages cultural strengths to the benefit of haumāna in order to effectively prepare them to make meaningful and practical community and social contributions locally and globally.

In the Hawaiian culture-based education framework, world-class is defined as the perpetuation of worldviews, culture and ‘ōlelo through distinguished teaching and learning practices, well-designed working environments, family engagement and devotion to our Native Hawaiian homeland.

Characteristics of the world-class school system that Kamehameha Schools envisions include:

- Improved learner achievement;
- Setting and supporting high expectations for academic growth and achievement;
- Providing service and cultural experiences that embed Christian values and a Hawaiian worldview leading to “good and industrious” men and women;
- Setting and supporting high expectations for staff and learners to be leaders and agents of social change who serve others; actively engaged families;
- A quality support system and collaboration with other schools to share best practices.

But that’s exactly what happened last August.

“Hā‘upu” is the third Hawaiian language opera staged by Kamehameha Schools Hawai‘i as part of the school’s annual Hō‘ike (show or exhibit), the first of which took place in 2004.

One of KS Hawai‘i’s annual traditions, the all-high school production, honors the school’s cultural foundation by telling a story each year through beautiful and powerful mele (song), oli (chant) and hula (dance).

Hō‘ike allows KS Hawai‘i students to showcase their talents in fine art, Hawaiian language, chant, solo and choral singing, dance, instrumental performance and drama.

In 2013, the school used Hō‘ike to introduce an opera in ‘ōlelo Hawai‘i to students for the first time. That first Hawaiian opera “Keaomelemele,” told one of the mo‘olelo (stories) of Hawai‘i island.

That was a big step forward, introducing the opera art form to many, and making it relevant by connecting culture and performing the show in the Hawaiian language. The school followed that performance with the epic opera “Battle of Kuamo‘o” in 2014.

After recognizing the amount of effort that goes into producing these types of shows - and the fact that only a limited audience was able to watch the performances each year – KSH teachers Eric Stack (theater director) and **Herb Mahelona KSK’85** (musical director) began looking for opportunities to showcase these presentations to a larger audience.

“I’ve never seen casts this dedicated for these operas,” said Mahelona, who served as the composer for the “Battle of Kuamo‘o” opera. “I’ve never seen students who work this hard with this much enthusiasm. Everybody puts in their best efforts and it’s been amazing to watch. These kids rise to the challenge, and the results have been fantastic, breathtaking and beautiful.”

“After every Hō‘ike, we say ‘There’s no way we can top this!’” Stack said. “Yet we do. The heart of Hō‘ike is founded on that. Every year, every show is a means not an end. We do this to honor those who came before us and ensure a vibrant future for the keiki to come. “

After learning how Nānākuli High and Intermediate School took a production to the Edinburgh Festival Fringe, Stack said he was inspired to take a closer look.

“When you talk about world-class and Hawaiian culture-based education, this project epitomizes that, because we’re putting our students in an environment where they’re able to share their culture and display their talent.”

- KSH Po‘o Kumu  
Dr. Lehua Veincent

That’s where he found out more about the American High School Theater Festival (AHSTF).

“The Fringe” is the world’s largest performing arts festival. In 2016, it featured 50,266 performances of 3,269 shows at 294 venues with more than 2.475 million tickets issued.

Each August, Scotland’s compact, hilly capital is taken over by visitors and performers from countries all over the world to present and enjoy the performing arts at its finest.

One of the components of each Fringe is the AHSTF, a one-of-a-kind opportunity that allows high school students to perform in the festival as well. Top high school programs are nominated and must apply to participate.

The fact that the show was an opera in a native language made the program stand out from the thousands of applications AHSTF receives each year from schools across the country. KS Hawai‘i also received two nominations from local theatre professionals, rather than just the one required.

KS Hawai‘i was one of the three dozen high school programs chosen to showcase at the 2016 event. In doing so, they became the first KS campus selected and the first non-O‘ahu school chosen for this distinction.

“Hā‘upu” was the school’s largest, most intensive Hawaiian opera to date. The show includes nearly three hours of music and libretto. A libretto is the text used in, or intended for, an extended musical work such as an opera.

For the Fringe performance, the show needed to be adapted to run at around 70 minutes, so that performers could enter, set-up, perform, break down, clean-up and exit in the two-hour timeframe they have the theater reserved.

continued on page 12



**Above and right:** Junior Mara-Jayde Brown, who plays Hina in *Hā'upu*, dances a hula in a promotional appearance for the opera on the famed Royal Mile of Edinburgh.

**Top right:** Rival forces clash in battle.

**Bottom:** Junior Ku'uhiapo Jeong, playing the role of Kana, confronts his father Hakanileo, played by Pono Brown KSH'16, urging him to do more to bring back his mother Hina, who had been kidnapped.



In addition to the challenges of adapting the production, there was an even bigger question of fundraising to support the endeavor. The cost to bring a group from Hawai'i for nearly two weeks to the United Kingdom was estimated at more than \$200,000.

"When the idea came up to take this performance to Scotland, one of the first things that came to mind was 'How are we going to do this, how do we make this possible?'" said Dr. Lehua Veincent, po'o kumu (principal) of the KSH high school.

"When you talk about world-class and Hawaiian culture-based education, this project epitomizes that, because we're putting our students in an environment where they're able to share their culture and display their talent.

"Ultimately, it was envisioning our children in Scotland, envisioning our students sharing our culture, and allowing them to be exposed to the plethora of cultural pieces on the trip that some of them may never experience ever again. These types of objectives drive us as a school, especially in light of our world-class culture based education goals."

Efforts to fundraise began, and thanks to the generosity and faith of sponsors and generous individuals, the group was able to raise enough to make the trip a reality.

Along the way, the students performed across the island at the Kau'ikeaouli Tribute Concert in Keauhou,

at countless functions hosted at KS Hawai'i and at UH-Hilo's inaugural Hawaiian language theater festival.

"When you do something like this, people have got to believe in you," Stack said. "You need to have credibility. As obscure as we are on this campus, to have so many people believe in us and trust us with so much meant the world to us.

"To tell this story and represent the Hawaiian culture – the money involved with the expense of the trip – and just the whole scope of everything, to me that was so reaffirming of how much trust this school had in us and in our program. It was a huge kuleana and we didn't take it lightly."

By the time the end of July rolled around and it was time to leave for Europe, excitement was high.

With a beautiful sendoff from campus administrators and kumu alongside their 'ohana, it set the tone for a wonderful two weeks that would follow. The KS Hawai'i group included 19 students and eight support members which were a mix of kumu, staff and alumni stage crew assistants.

After an early morning bus ride to Edinburgh after two nights in London, students took the opportunity to rest and recover as they settled into their dorm rooms at Pollock Halls on their first night in Scotland.

The next day, the group walked the stretch of the Royal Mile, the epicenter of activity during the festival, pausing to enjoy the sites and even gather for

a group picture with the Hae Hawai'i (Hawaiian flag).

The day of the first show started with the students attending a play from another one of the AHSTF schools called "The Ticket." The message of the play was poignant for that day, conveying that life is the sum of the decisions you make and that it's about the journey and not the destination.

They were able to see the level of performance that was expected of them, and they knew they were ready.

Everyone was nervous for the opening. Getting ready in one of the dorm's common areas, the students warmed up their voices and readied their costumes. Then it was time to pule and share a few words before embarking on this historical first.

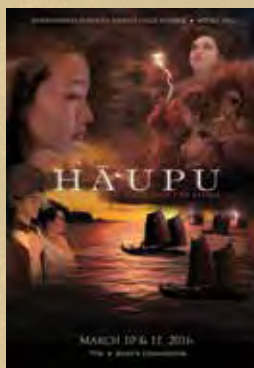
"Fifteen months ago, we started this," Stack said to the students. "When we did that, I told you there would be a lot sacrifice and a lot of pain to get us to where we are today. This is our thing. This is our play, and that's what we're giving to the world today."

Mahelona then reminded the students

"Every year, every show is a means not an end. We do this to honor those who came before us and ensure a vibrant future for the keiki to come. "

- KSH Theater Director  
Eric Stack

## The Story Behind Hā'upu



With music by Herb Mahelona, libretto by Eric Stack and translation by Lehua Veincent, "Hā'upu" is based on the legend of Hina and her son Kana.

Hina, an ali'i from Hilo, is kidnapped by Kapepe'ekauila, a rogue ali'i from the island of Moloka'i who kidnapped her in attempt to barter a peace and preserve the way of life for his people.

In retaliation for this outrageous kidnapping, Hina's sons Kana and Nltheu mount an attack on Kapepe'ekauila's

fortress on the north shore of Moloka'i, on the cliffs of Hā'upu.

While the daring rescue is being conceived and carried out, Hina unexpectedly begins to fall in love with her captor Kapepe'ekauila. In the end, Hina is saved by her sons and Kapepe'ekauila vanquished, although the true fate of Hina's love for the Moloka'i ali'i is unknown.



The world-class cast of Hā'upu.

how proud everyone was of them in that moment and how they have something to give to the world.

“Hawaiians live and have lived feeling like they’re not good enough, because their culture was taken over by someone else,” Mahelona said. “We constantly live with the feeling that somehow we just don’t measure up to the rest of the world, and that our Hawaiian culture only matters to us in Hawai’i in our little tiny islands.

“But here we are on the other side of the world, there’s going to be a room full of people who are excited and happy, and feel grateful for the opportunity to see what we have to offer.

“We measure up folks. We measure up to the rest of the world. We’ve watched you guys grow and struggle and try so hard. Give the world what you need to give, and they will appreciate it. And thank you for making this happen.”

At this point, it was hard to find a dry eye in the room.

Everyone knew what they were about to do: present the first Hawaiian language production in the history of this nearly 70-year-old festival and bring an authentic Hawaiian cultural experience to this worldwide audience.

For the Fringe performance of “Hā’upu,” students enter from the wings of the stage, circle up and perform two oli, “E Hō Mai” and “Nā ‘Aumakua,” as a preshow as the audience enters, invoking wisdom from above and from their ancestors.

Uli, played by senior Pōmai Longakit, sets the stage by recounting Kana’s genealogy, and then the show is off – taking the audience on an emotional rollercoaster, with viewers not quite sure of who the “good guy” or who the “bad guy” is, but keeping them invested in the characters the entire time.

After the battle scenes and goodbyes, the show ends with “Aloha Hā’upu” as the warriors, led by their chief Kapepe’ekauila, played by senior Daylan Kala’i, prepare to fight to their last breath, choosing to fulfill their destiny.

As the lights dim at this first performance, and as the cast prepares to take its bow, there is an eruption of applause as the audience stands to show its appreciation for what they just saw.

The students and teachers knew they had something special, but no one quite expected the reaction they received from

continued on page 14



Students perform on the Royal Mile, sharing their culture and generating interest in their production.



The cast shares the Hawaiian flag with Scotland.



KSH staff members are all smiles as they exit the theater after the success of the first performance. From left, musical director **Herb Mahelona KSK'85**, costume designer **Layne Richards KSK'95**, stage crew members **Ryder Kaleikoa Furukado KSH'13** and **Keli'i Grothmann KSH'09** and theater director Eric Stack.

the audience. All of the doubts or questions about how this whole project would work were answered.

"The most memorable moment was right after the show, the audience stood and then the emotional response when audience members would come up to thank me for the show. You just didn't know what to do, because it was so emotional," Stack said.

After breaking down the set and as the cast members started to leave the venue, there was an explosion of cheering from the audience members who had waited for the performers down on the street.

It was in those moments that Stack knew they had hit a home run.

Over the next week, the students never lost focus. Remembering the purpose they were there for — to deliver a show in their voice that would measure up for the world — students conducted themselves with a grace and professionalism all would be proud of.

Each time over the next three shows, the audience would fill up, only leaving a few seats on the wings. Each time they would cheer giving the same gratitude to the students for performing something they would remember.

## Mahalo

to the following sponsors who helped make the KS Hawai'i Scotland trip possible:

Matson Foundation

KS Hawai'i Parent Teacher 'Ohana

Iwamoto Electric

Hawaiian Electric Light Company

State Farm Insurance

Wahine Toa Designs

Celeste Volivar-Fry

Gaynell M. Fuchs

Kaipō and Crystella Kauka

And to everyone else who made contributions, attended performances and supported our KS Hawai'i students by purchasing fundraising items, mahalo nui loa! To read an extended version of this story and see more content from Scotland please visit [hawaii.ksbe.edu](http://hawaii.ksbe.edu).



Senior Pōmai Longakit plays Uli.

After all was said, it was time for yet another early morning departure, and the group knew they had accomplished something special. As they made their way back to Hilo, they knew that had created memories, friendships and impressions that would last a lifetime.

They had made history.

"Being able to perform at the largest theater festival in the world and share our culture, that was a big step for us as Hawaiians," said KSH junior Ku'uhiapo Jeong, who plays Kana.

"Not just for students, but for everyone in Hawai'i who practices and shares our culture. Being able to push that boundary of what everyone thinks of Hawaiians and Hawaiian culture is something that every Hawaiian kid should experience."

"The whole experience was like a dream," Mahelona said. "So many things went well. The kids were just amazing — I thought they were just spectacular. Not just on stage for the performance, but for the whole trip they were just impressive.

"How open they were, how receptive they were to a new place, to new people, to lots of curious people asking them questions. They were very gracious, very thankful to everyone. They modeled everything that was the best we have to offer as a school."

For AHSTF program director Angela Davis, having KS Hawai'i as a part of the 2016 festival was a highlight.

"I saw Hā'upu twice and was blown away each time," she said. "The maturity in the performance was amazing and the emotion filled the entire theatre. But even more than their performance, which was phenomenal, the group was so uplifting

and kind. It was a joy to be near them."

Davis said that feeling was echoed by many of the directors she had spoken with, and she said one director even called the Hawai'i group "the heart of the festival."

"I think we were very fortunate to have had this wonderful group of students from Kamehameha Schools Hawai'i go there to represent who we are as a people, and the place where we come from," Veincent said.

"I believe we were successful because we were able to tell our stories in our voice, using our students to do it," Stack said. "I saw that in the audience's response to what we did — that we accomplished what we set out to do."

In the time since wrapping their last performance in Scotland, the group has been invited to perform on-air for a national audience on National Public Radio's syndicated performance show "From the Top." They are also in preparation to bring the production to Maui for a performance on April 29 at the Maui Arts and Culture Center.

In the end, Stack's hope for the future of the program is that students get interested in actually creating the story for these productions.

"The next step is to have kids who are fluent in the language, and fluent in the culture, start writing," he said. "For me that was my main purpose. That's where I hope this program is headed.

"That students generate these stories and they start telling Hawaiian stories with their voice. To have them tell stories in a modern world about a culture that's been around for thousands of years."



# WAHINE POWER

KSK boarders lead a project to honor their namesake, Queen Kapi'olani, with a commissioned portrait that will forever grace their dormitory

Following a renovation of the Kapi'olani Nui dormitory on the Kamehameha Schools Kapālama campus in 2014, a desire to redecorate the interior of the facility came to the forefront.

While the renovation work upgraded the common areas of the dorm and made it feel like home for the girls who live there, there also was a need to create a focal point for the building.

It didn't take long to realize that a portrait of the dorm's namesake would fit that need quite nicely. With nearly all the other dorms on campus featuring a portrait of the ali'i they are named after, the students and staff of the Kapi'olani Nui dormitory felt it was time to have a portrait done for their high chiefess as well.

So the girls got to work at the beginning of the 2015-16 school year.

They met for nine months, strategized

how best to start the project, how they would fundraise to contract an artist who would do the artwork, and even planned out the events for the portrait's unveiling.

The girls chose Brook Parker as the artist. Brook's father, David Parker, was the artist who painted the portraits currently displayed in the Keōpūolani and Kekāuluohi dorms on campus.

Brook Parker also specialized in Native Hawaiian ali'i paintings, and he had a good understanding of the girls' wishes. But during the process, it was

found that there was only one known depiction of Kapi'olani Nui, and it was a silhouette done in the 1830s.

Parker looked into the history of Kapi'olani Nui and came up with the idea of presenting her as a young female, just like the inhabitants of the dorm named after her.

The students held fundraisers that ranged from selling Krispy Kreme doughnuts and bubble drinks, to holding a Pizza Hut fundraising night. They raised about \$1,000. For the remainder of the cost for the portrait, the girls presented a proposal to the high school administration to ask for supplemental funding, which was approved.

After the portrait's completion, there were two blessings held in April 2016 with all of the Kapi'olani Nui students and staff, along with campus administration, Parker



**Above:** Ho'okahua Cultural Specialist Lā'iana Kanoa -Wong leads artist Brook Parker and the girls of Kapi'olani Nui as they take the portrait to its new home.

**Below left:** The portrait of Kapi'olani Nui, painted by Parker, hangs in the common area of the dormitory that bears her name.



and his family, and some former Kapi'olani Nui dorm advisors in attendance.

Parker presented each of the girls in the dorms with a print of the portrait, and spoke about the life of Kapi'olani Nui. After the ceremony, everyone was invited to a lū'au to commemorate the high chiefess coming home.

"This was a true example of a student-led project," said Carol Matsuzaki, the head dormitory advisor at Kapi'olani Nui. "The girls met for nine months and worked on how to start the project and what needed to be done to accomplish their goal.

"They fund-raised, they worked with administration to secure additional funding, contacted and communicated with the artist, and then planned a celebration lū'au that included offering a makana to guests.

"It was hard work, yet well worth all the effort when we finally saw the end product and how happy, satisfied and overwhelmed the students were with their results."



# Sailing with the Hōkūleʻa

KS executive strategy consultant Dr. Shawn Kanaʻiaupuni rekindles

her ancestral connections by serving as a crew member on the

Polynesian Voyaging Society's Mālama Honua

by Dr.





Mālama Honua is the Worldwide Voyage of the Polynesian sailing canoes Hōkūleʻā and Hikianalia, with a mission to explore and spread learning grounded in culture and sustainability. It is a journey of transformation and discovery in protecting island Earth, aiming to inspire communities everywhere to rethink and engage. The Mālama Honua Worldwide Voyage began in 2013 and will continue through 2017 when a new generation of navigators will take the helm and guide Hōkūleʻā back to Polynesia after circumnavigating the globe. Kamehameha Schools' executive strategy consultant Dr. **Shawn Kanaʻiaupuni KSK'83** served as a Hōkūleʻā crewmember on the Caribbean leg of the voyage – she shares her experience and reflections with I Mua readers here...



Sailing on the Hōkūleʻā holds a special magic for most people, even more so now that she has travelled two-thirds of the way around the world. It's not that the earlier decades of sailing were any less significant, in many ways they were more meaningful, igniting the spirit of an entire lāhui of Native Hawaiians and other Polynesian voyagers across the Pacific.



Dr. Shawn Kanaʻiaupuni KSK'83

Being invited for a sail is a precious experience, but even more so is being invited to work as crewmember on the worldwide voyage. It is an honor that comes with deep kuleana. And for me, I knew the experience would be spiritually transformational, rekindling ancestral connections and an inner genealogical knowing.

Kamehameha Schools is the educational sponsor of the voyage, and I've been blessed to support the Mālama Honua Promise to Children leaders – the stewards and navigators of Hawaii's educational community – in their collective planning and activities. The Promise to Children is a declaration signed by educational leaders throughout Hawai'i and in each new port that Hōkūleʻā visits across the globe.

When I learned that Hōkūleʻā would be sailing to Cuba, it was undeniably the voyage I had to be on. Between the mystique of visiting that place and being able to contribute my Spanish speaking skills, I had to go.

Actually getting the call was thrilling and a little conflicting, given the balance of work and family.

All crew on the voyage are volunteers, and the decision to go depends on the support and good graces of family and work. Upon gaining their blessing for me to crew Leg 18 – from the Virgin Islands to Cuba and Florida – the panic set in as I wondered what it would be like.

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Worldwide Voyage

Shawn Mālia Kanaʻiaupuni



Map courtesy of Polynesian Voyaging Society

**MĀLAMA HONU  
WORLDWIDE  
VOYAGE**

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Did I know enough about sailing? Would I be able to sleep? What would the rest of the crew be like? Did I mention, worrying about whether I'd be able to sleep?

Well, the bunks are hard, small, and have zero privacy. Eventually, I decided not to worry, aia nō i ke kō a ke au. Like all good things, everything would work out. My kupuna would be with me and it would be amazing. Saying yes, however, set the countdown to departure, starting immediately with the mental checklist of all the gear and tasks needed before leaving.

## It's about kuleana

For the Polynesian Voyaging Society (PVS) scaling up to circumnavigate the globe meant training many more volunteers to work the two canoes, Hōkūle'a and Hikianalia. Each leg of the voyage is about three to five weeks. Volunteer crew members transition in and out as the huaka'i around the world continues.

PVS has prepared many hands to be mākaukau, ready, for sailing, in addition to countless more trained across the islands with the 'Ohana Wa'a. Between 800 and 1,200 sailors have completed crew training by various estimates.

I felt blessed to be a part of the crew.

It's a weighty kuleana. Whether on the canoe or off, being ocean or land crew means representing Hawai'i, the dignity of our kūpuna, and caring for "Mama Hōkū" and fellow crew members in service to our

culture and the mission of Mālama Honua, and always with aloha and respect for all.

Individually and collectively, each of us is privileged to carry this kuleana, or obligation, both on the canoe and back on land. The kuleana holds whether the drive to serve as crew is about a spiritual journey of cultural identity and rediscovery, developing youth leaders, building environmental activism, or for the sheer love of exploration and adventure.

For each leg of the voyage, the captains determine the selection of crew. They do an amazing job of fitting people together as highly functioning teams who will carry themselves respectfully and meet the goals of their particular leg.

Sometimes crew members do not know each other well or at all, but they quickly learn to work together, tasked with the serious responsibility of caring for each other's safety and well-being. I had met only two of my fellow crewmembers before meeting at the airport. We became an 'ohana almost overnight and the bonds we cemented will endure far beyond the end of the journey.

Crew members are assigned more than 30 different roles on board the wa'a.

Tasked as an education specialist on Leg 18, my kuleana included coordinating educational outreach on land and sea, writing blogs, and working with the

videographer. This role is designed specifically to capture and exchange learning and experiences in each port.

The education team engages communities, sharing the urgent need and responsibility for people, connected by our oceans, to care for island Earth and its people. We explain the art of Polynesian voyaging and gather stories of hope and inspiration about how communities around the world express the values and actions of Mālama Honua.

Being that most of our Hawai'i community will not have the chance to sail on Hōkūle'a, it's also our kuleana to bring home what we have learned and apply the knowledge. As one crew member put it, we are a continuation of our ancestors, our kūpuna. As Kānaka Maioli, we are not just stories of the past. We are still writing our stories. We do not "practice" our culture. It exists, because we do.



Standard fare for each voyager.

## Preparing to Go

In mid-February 2016, I received the invitation to crew Leg 18 bound for the Virgin Islands, Cuba, and Florida and I had five days to respond. Departure was in three weeks.

After consulting my family and work, I said yes on the last possible day.

Luckily, I already was in crew training and exercising a lot because swimming two miles, a medical exam, 10 pull ups and 10 lifts are required to “pass” the required fitness test. I got all the paperwork in, added swimming and pull-ups to my weekly routine, and began combing Amazon and other sites for all the necessary gear at the right price.

To me, the military offers the best lightweight, waterproof gear. Patagonia has great outdoor clothing, although some crew call it “Patagucci” because of the expense. Also a voyage sponsor, the company actually guarantees repairs for free and many swear by it.

Some crew members will pack for every scenario, like I did. Others prefer the minimalist approach – everything in one backpack.

Ultimately, while on the ocean, one change of clothing will do, but doing laundry every day is no fun when traveling along inner waterways and doing a lot of outreach on land.

On Leg 18 for five weeks, I used everything I brought: cold weather gear, warm weather gear, land gear, two pairs of slippers, gloves, head lamps, hats, endless carabiners and bungee cords, a coffee mug, water bottle and vitamins all in one duffel bag plus backpack.

The most precious things were sunglasses, sunscreen, and the 3-pound bag of M&Ms that I busted out for the crew somewhere around day 13. I used everything except a dress (duh!) and the heavy duty insect-treated clothing. Even with dengue, malaria, and zika threats looming large, using the latter felt more harmful than healthy.

Regardless, I would definitely advise others to protect themselves fully. Crew members have contracted dengue and malaria on a couple of occasions.

One other rule is worth pointing out: never leave your foul weather gear at home. Doing so only invites torrential storms, and once your body temperature drops, it is really hard to warm up again.

I learned that the hard way in New York City. It was maybe the coldest I have ever been.

## Life onboard the waia

First, full disclosure: I grew up in the big waves and ocean at Sunset and Waimea, but I’m a rookie sailor. Luckily, Kālepa

Baybayan was our fearless captain of Leg 18 from the Virgin Islands to the British Virgin Islands and then Cuba. He was awesome, always calm, at ease with his leadership role, and kept the crew up-to-date with the latest information and instruction.

Upon reaching Florida, he returned home as he had spent the past several months at sea. We missed him though fully knowing that he needed to go home. The fabulous PVS president Nainoa Thompson took over as our captain, leading Hōkūle’a’s re-entry to North America through the inner waterways of Florida, through the Everglades and on up to Lake Okeechobee.

It was the first time she had gone through a lock, and it was quite stressful.

We towed across Florida through wind and choppy waters, making steering difficult. Nainoa spent a good deal of time with the crew taking the masts down to go under low bridges and then putting them back up. It was a great lesson in physics and it felt good to get the “thumbs up” from the captain for making it to Cape Canaveral with no major mishaps.

We ate well aboard Hōkū. We purchased fresh fruits and vegetables at most ports and ate other canned or preserved goods between them. Bad coffee is a staple and saimin, a favorite midnight

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As life long learners, voyaging provides a window of growth and discovery that can be personally and professional transformational. The opportunity to work as a team, to look for each others strengths and assets and to act interdependently translates into life lessons applicable at home and at work.



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shift snack.

We caught mahimahi and ono, prepared as delicious sashimi or fried up on the two burner galley stove with pancake batter. It's critical to stay hydrated and we all reminded each other to drink water.

We bathed and washed our clothing and dishes with salt water at the stern of the canoe, sometimes with a quick freshwater rinse if water was available. Luckily the fabulous Leg 17 crew thoughtfully filled some extra jugs with non-potable water for rinsing. Mahalo nui!

And yes, bodily functions take place off the side of the canoe at the stern. It was a little awkward at first, but you get used to it. I'll never forget the fun-scary moments with big waves, pitch black darkness, and literally nothing between you and the ocean except an eight-inch catwalk. Awesome.

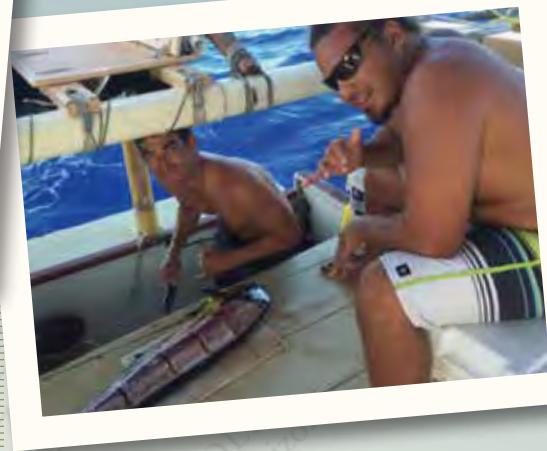
The crew split up into three shifts with experienced watch captains, Kawika Crivello, **Kamaki Worthington KSK'89** and **Austin Kino KSK'06**.

All three were good leaders and patient teachers, especially with first-timers like me still learning the ropes (literally). My watch with Cap Kawika ran from 6 to 10 a.m., the next watch rotated in from 10 a.m. to 2 p.m., and the last, from 2 to 6 p.m., before our shift came up again.

Watches required being completely maka'ala, present in the moment, actually watching over everything – sails, lines,



Fruits and fish are on the daily menu.



knots, people possibly going overboard, steering, escort boat, passing sea vessels, communications, food, water in the hulls – as necessary. Steering was a time of quiet concentration, we changed out every 15 minutes on the 250-pound hoe'uli. Between shifts, life went something like this: clean up, eat, clean up, write blogs or shoot video updates, check our bearings, and sleep.

Life on the deep blue ocean followed the sun, moon and stars trekking across the sky every day.

It was the most graceful, meditative space I've ever encountered and I felt completely at home, never bored, spiritually full. The lā, the kai and nalu, the iwa, the makani, the hōkū and mahina, the ao, the ua, the koholā, all of it.

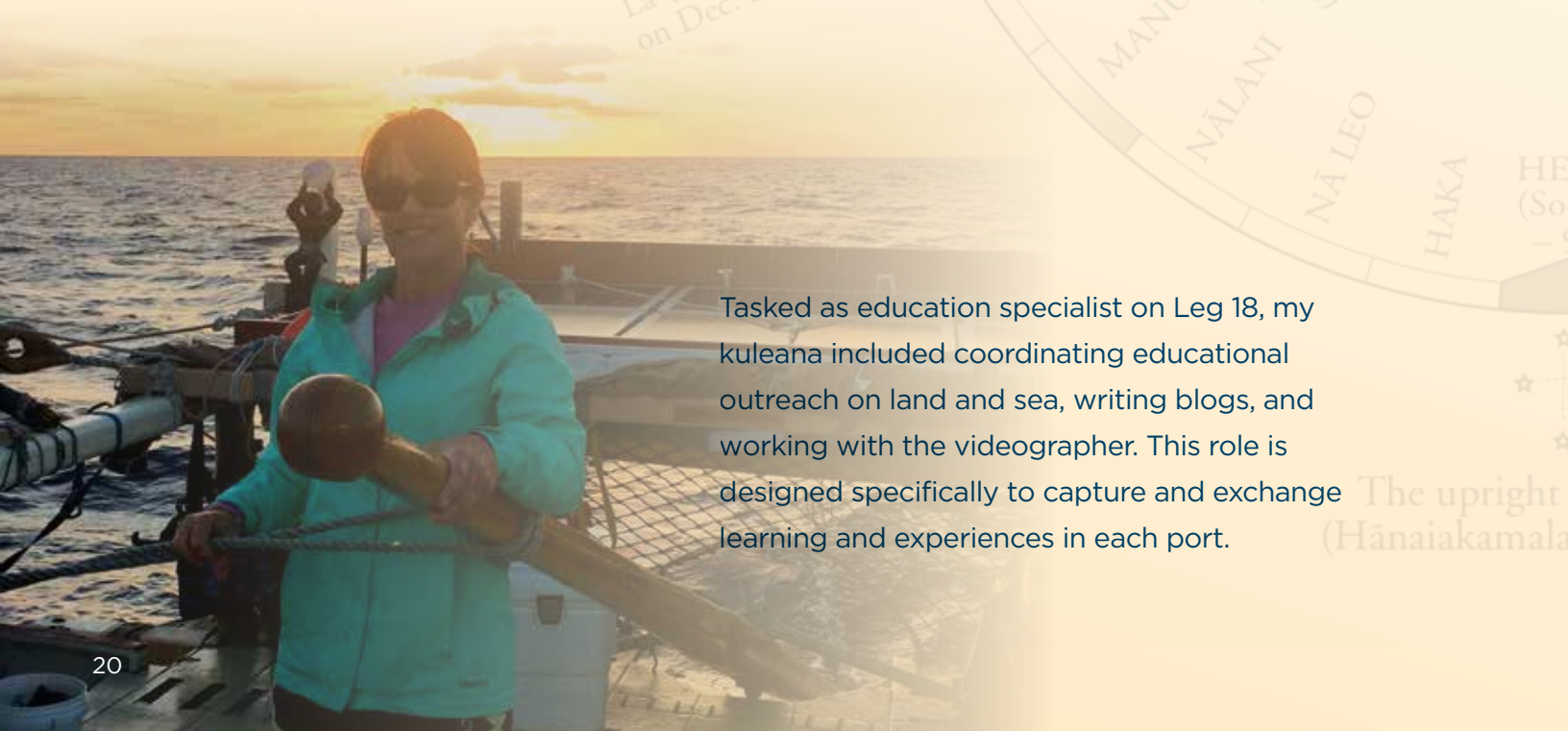
And wherever we went, we actually did have home with us, because we were on Hōkūle'a. She was a floating sovereign, tangible piece of Hawai'i, our home in each foreign ocean, each unfamiliar port. Through her, we carried our culture, our language, our values and were able to share them with the world.

Still, I was quite homesick a few

times, mostly when we were on land, seeing other families, knowing mine was far away. It was important to support each other through these times so that we could prioritize our family on the wa'a while voyaging, to be present and clear-sighted or risk jeopardizing each other's safety and the mission.

## Moments to Remember

- Visiting St. John and learning about Virgin Islands, their place and people.
- Meeting the people of the British Virgin Islands, both the extremely wealthy and the not, and recognizing the value of our precious 'ōlelo Hawai'i.
- Learning about Cuba and its amazing sociopolitical history of community-based transformation. Many important lessons for our Lāhui exist in that mo'olelo.



Tasked as education specialist on Leg 18, my kuleana included coordinating educational outreach on land and sea, writing blogs, and working with the videographer. This role is designed specifically to capture and exchange learning and experiences in each port.



© 2016 Polynesian Voyaging Society, photo 'Ōiwi TV, photographer Bryson Hoe

- Arriving in Florida; it was like coming home, only hotter in the day and colder at night.
- We felt the aloha everywhere, from Hawai'i 'ohana now living on the continent, all the children and families visiting the wa'a, and the generous residents who welcomed us wholeheartedly. People fed us, lent us their cars, opened up their homes, and shared their stories with love.
- Mere days spent with families turned into lifelong friendships that we'll always remember.

## New York City in June

Another unforgettable moment that I will cherish happened in New York City in June. I traveled with the Promise to Children Hawai'i leaders who joined the crew at the United Nations.

Then, under Captain Bruce Blankenfeld's expert eye, I helped crew Hōkū on the Hudson River while Nainoa, Kalepa and dignitaries met with leaders from across the globe outside the United Nations, including Secretary-General Ban Ki-moon.

A total "chicken-skin" moment that week? Hearing Nainoa speak to all the

nation-state leaders, and witnessing them present their declarations to care for the ocean.

The toughest moment that week? Paddling in the Liberty Challenge on the Hudson with a million barges and boats coming at us non-stop.

## A few reflections

As life long learners, voyaging provides a window of growth and discovery that can be personally and professional transformational. The opportunity to work as a team, to look for each others strengths and assets and to act interdependently translates into life lessons applicable at home and at work.

More deeply, the relationships and aloha built through this worldwide voyage are nothing short of incredible. As Hawaiians, "aloha is the intelligence with which we greet life." The hā, the breath of fellowship shared between crew, between new and old friends, and in the elegant brilliance of Hōkūle'a are examples of life at its most meaningful.

Mālama Honua is about caring for our island Earth, our home, its inhabitants and ecosystems. Honoring and respecting indigenous languages, values and knowledge are of utmost importance in this quest.

After learning about the sociocultural

history of the British Virgin Islands, Cuba and other places, including Florida, I feel renewed appreciation for the many blessings we have in Pae 'Āina Hawai'i.

All of us who live in Hawai'i, whether kānaka maoli or not, have a precious resource to protect – our 'āina, our people, the language and culture of our 'āina, the homeland of Native Hawaiian voyagers throughout the world.

There is progress and still much work to do.

E holomua kākou. I mua! Shawn Mālia Kana'iaupuni, Leg 18, signing off.



The crew celebrates Hōkūle'a's 40th birthday in the British Virgin Islands.

Kamehameha Schools

# Annual Report

July 1, 2015 – June 30, 2016

SPECIAL  
SECTION



**KS Mission Statement**

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.

## KS Vision Statement

Within a generation of 25 years, we see a thriving lāhui where our learners achieve postsecondary educational success, enabling good life and career choices. We also envision that our learners will be grounded in Christian and Hawaiian values and will be leaders who contribute to their communities, both locally and globally.

## TRUSTEES MESSAGE

# A Spirit of Lōkahi

Trustees say a spirit of unity is moving the organization forward as Kamehameha Schools accepts the challenge of achieving Vision 2040

*Pūpūkahi i holomua.*

Unite in order to make progress.

By working together we make progress.

‘Ōlelo No’eau

Fiscal year 2016 was a significant year for Kamehameha Schools, as we completed the first year of our Strategic Plan 2020 (SP2020) and laid the groundwork toward achieving our vision for the future.

SP2020 is the first in a series of five-year plans that will lead to Vision 2040, where we see a thriving lāhui characterized by significantly higher rates of success in postsecondary education, career and leadership.

In setting the foundation for our future work, we have made excellent progress. Our first measure of success has been reaching consensus as an organization on our vision and strategic plan goals as we serve the mission of Kamehameha Schools.

We now see employees accepting the expectation that we will be developing into an even greater Kamehameha Schools – a high performing, mission-driven Native Hawaiian organization with strong leadership, efficient processes and systems and successful strategic partnerships.

Simply put, our goal at Kamehameha is to be great.

In addition, our Chief Executive Officer Livingston “Jack” Wong has assembled a powerful leadership team which is working together in the spirit of lōkahi to the benefit of our organization and our lāhui. We see this spirit exhibited in our interactions with management, and it is reflected back to us in our conversations within the community.

Our leaders are asking themselves – as they pursue their individual objectives and kuleana set forth as a result of our vision – how do my actions and my decisions impact everything else that has to be done in this organization?

They are striving to find ways of working together in the most efficient manner possible – whether the topic is in education, land or asset management, community partnerships, budget or finance – while keeping their eyes focused on our ultimate goal, creating a thriving lāhui for our people.

From a foundational standpoint, that has been powerful and impressive to observe.

One major emphasis of our new plan, along with collective impact and developing leaders, is the focus on Hawaiian culture-based education, which allows education to be personalized for our keiki and brings

relationships, opening doors to achieving greater rigor and high expectations of all learners.

Culture-based education positively impacts student socio-emotional well-being, and enhanced socio-emotional well-being, in turn, positively affects math and reading test scores.

Culture-based education is positively related to math and reading test scores for all students, and particularly for those with low socio-emotional development, most notably when supported by overall culture-based education use within the school.

Western education emphasizes metrics,

**“In setting the foundation for our future work, we have made excellent progress.”**

relevance to their learning, whether it is in math, science or history.

Culture-based education refers to teaching and learning that are grounded in a cultural worldview – and from that lens are taught the skills, knowledge and values that students need in our modern society.

Studies indicate that Native Hawaiian keiki learn, connect, and retain knowledge more effectively when the material is culturally meaningful and relevant to their own lives and experiences.

Successful schools welcome opportunities to resonate culturally with the students and families who they teach and serve. Among other reasons, the benefits include heightened cognitive connections and stronger

but it doesn’t speak to values. It doesn’t speak to protocol.

But our culture-based education requires us to do so, to live by a set of Hawaiian values that represent who we are as a people. These guiding attitudes and practices also play to the important significance of developing industrious young men and women.

Culture-based education also involves learning about mo’olelo - the stories and rich history of the Hawaiian people. Our

*continued on page 24*

From left, Kamehameha Schools trustees Lance Wilhelm, Corbett Kalama, Robert Nobriga and Micah Kāne.



TRUSTEES  
MESSAGE

continued from page 23

ancestors were innovative, inclusive and took calculated risk when it was needed.

From the lives of Pauahi and her great-grandfather Kamehameha we find inspiration in the ways they met new challenges during times of change.

We have been managing and addressing change at Kamehameha Schools, and our expectations are that going through 2040 we need to continue to recognize that there is value outside of the organization as well as within it.

Our ability to work together with our community toward common meaningful objectives is going to be good not only for Kamehameha and Hawai'i, but also good for our country and the world. We are keenly aware that the kind of bold change we envision to improve the well-being of the lāhui is a shared responsibility that no one entity can achieve on its own.

Strategic collaborations among organizations that have similar values and commitment to serve Native Hawaiians will be increasingly crucial in achieving a brighter future for the lāhui.

Everybody deserves credit and recognition for the success of the past year. No one part of our organization can be successful without the support of everyone else.

Our success and our ability to continue to move forward has come as a result of everyone recognizing that we've got to mālama each other and work together in the spirit of lōkahi, and in doing that we've been successful.

We take great pride in our kuleana of serving the mission of Kamehameha Schools.

Mālama pono,

Corbett A.K. Kalama  
*Chairman*

Micah Alike Kāne KSK'87  
*Vice Chairman*

Lance Keawe Wilhelm KSK'83  
*Vice Chairman*

Robert K.W.H. Nobriga KSK'91  
*Secretary/Treasurer*





## Educational partnerships highlight early SP2020 efforts

KS is working with Arizona State, the University of Hawai'i, Chaminade and the state Board of Education to improve the well-being of the lāhui

One of the key actions for Kamehameha Schools in fiscal year 2016 was to formalize alliances with educational partners who support the achievement of KS' Vision 2040, which focuses on a thriving lāhui characterized by significantly higher rates of success in postsecondary education, career and leadership.

Strategic collaborations with organizations that share similar goals and objectives in serving the Native Hawaiian community will be fundamental to improving the well-being of the lāhui.

"We acknowledge that we cannot do this alone," said KS CEO Jack Wong. We need to work together with those who share the same goals and whose priorities align with ours."

### ARIZONA STATE UNIVERSITY

KS and ASU have formalized a partnership to cooperate and advance education and sustainability. Under terms of the memorandum of understanding, both organizations agree to encourage and promote cooperation in key areas within a portfolio of initiatives.

Such areas include research and innovation, blended and online learning, philanthropic funding and advancement, and student enrollment, persistence and completion.

In 2016, U.S. News and World Report ranked ASU No. 1 in the United States in innovation, ahead of Stanford and MIT. According to *Diverse: Issues in Higher Education* magazine, ASU ranked first in the nation in doctoral degrees and 10th

**"Arizona State University and Kamehameha Schools share a mission to improve the communities around us through education. This partnership creates pathways for our students to sustain and enrich society – at a local level and far beyond."**

- Michael Crow, ASU President

in the nation in undergraduate degrees awarded to Native Americans in 2015.

One early example of the three-year pilot program will allow KS and ASU to leverage the resources of both educational institutions - 'āina and innovation - to train Hawai'i's teachers to use land-based teaching solutions for sustainability within their indoor and outdoor classrooms.

KS and ASU also teamed up to develop a virtual huaka'i (field trip) to enable learners to explore Hāpaiali'i, Ke'ekū and Kapuanoni heiau at Kahalu'u Ma Kai in Kona on Hawai'i island.

Kahalu'u Ma Kai is a culturally significant wahi pana (sacred place) that KS envisions as a hub for innovative Native Hawaiian 'āina-based STEAM (science, technology, engineering, arts and math) education.

The virtual huaka'i offers learners the same cognitive and affective gains as a real-life excursion and enables KS to share its cultural resources without disturbing the sacred sites, a concern for cultural practitioners.

"ASU's innovative online training platform and technology are some of the best in the world in training teachers effectively, and enabling learners with

continued on page 26



Multimedia producer Geoffrey Bruce of ASU's School of Earth and Space Explorations surveys and gathers three-dimensional images for a virtual tour of heiau in Kahalu'u Ma Kai in West Hawai'i, part of an educational partnership between ASU and KS.

**"This agreement represents the coming together of partners who share a vision for a future of sustainability and well-being for all people. No future can be sustainable if it does not respect and draw from the culture and traditions of the people who will live it. ASU has much to learn from Kamehameha Schools and the Hawaiian people, and we have a lot to offer in return."**

- Gary Dirks, Director of the ASU Julie Ann Wrigley Global Institute of Sustainability

## EDUCATION

continued from page 25

interactive, exploratory learning,” said Kā’eo Duarte, Kamehameha’s vice president of Community Engagement and Resources.

“The ultimate outcome ASU and KS are striving for is well-being. A lot of the issues we face in Hawai’i are shared by other communities and will not always be solved locally. Part of that is looking to strong thought partners with the platform and tools already in place that can support the advancement of our lāhui in this generation.”

## UNIVERSITY OF HAWAI’I

KS and UH have been working together for more than a year in a partnership called Hui Ho’opili ‘Āina (HHA), which is aimed at increasing Native Hawaiian student success at the postsecondary level while advancing Hawaiian culture, language and knowledge.

Through inventive, innovative and collaborative efforts from both institutions, HHA has established itself as a model of excellence for organizations and institutions dedicated to ensure a thriving lāhui.



The partnership has been organized around three themes: Native Hawaiian Student Success; Sustainability/Mālama Honua; and ‘Ike Hawai’i. Within those themes are six work group areas. Work groups are led by executives from Kamehameha Schools and UH Mānoa as well as other entities such as UH West O’ahu, Hawai’i P-20 and UH Hilo.

### Financial Aid and Persistence

Makalapua Na’auao is a process improvement pilot which seeks to mitigate key barriers that deter post-secondary completion of financial aid recipients. The pilot – comprised of 145 Native Hawaiian college freshmen and sophomores – aligns co-funding opportunities, ensures four years of consistent funding and offers direct and timely counseling support using a cohort approach. The four-year memorandum of agreement was executed in June 2016 and kicked off with a

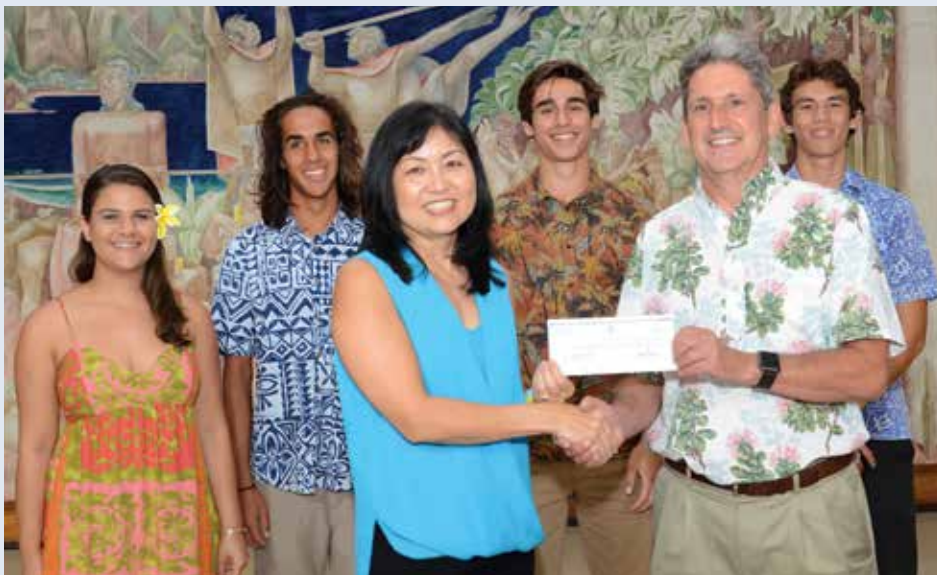
place-based leadership orientation created uniquely for the Makalapua Na’auao scholars.

### Early College

Early college has been a focus at KS and work continues to take the concept beyond KS – increasing post-high attainment opportunities for Native Hawaiians across the state. The work group kicked-off the Mānoa Academy in 2016 which included a six-credit pilot summer program led jointly by UH Mānoa’s College of Social Sciences and KS Kapālama. Having held early college courses for high school students for over 10 years at KS Maui, KS continues to explore ways in which it can help to expand early college course offerings in charter schools as well.

### ‘Ike Hawai’i

Work in this area focuses on realizing a future where ‘ōlelo Hawai’i grounds, normalizes and amplifies Hawaiian knowledge, culture and leadership excellence. To reach this vision, the group is focusing on ‘ōlelo Hawai’i by advancing expectations, actualizing a Hawaiian-speaking workforce, amplifying access and support



Kamehameha’s Joy Kono, senior director of education support services, presents UH Mānoa president David Lassner with a \$1.18 million check in July 2016, the first of four donations, to fund the Makalapua Na’auao financial aid pilot program.

**“Kamehameha Schools has been a fantastic partner, and our collaboration now extends into a number of people and programs across our complex organizations. The more we do together the more we understand and appreciate the opportunities to advance our missions together.**

**Student success is the top priority for both organizations and through our collaboration we can provide pathways from early education through college and university that helps Native Hawaiian students prepare for success so they can advance their families and communities across our islands.”**

- David Lassner, President,  
University of Hawai’i

**“It’s been an honor to launch the Mānoa Academy of Social Sciences with Kamehameha Schools Kapālama as our lead partner. The academy provides Kamehameha students with the opportunity to get an early start on their academic journey at the university by taking highly relevant courses for dual credit that satisfies both high school and UH Mānoa graduation requirements.”**

- Denise Eby Konan, Dean,  
College of Social Sciences at  
UH Mānoa.

and achieving normalization of Hawaiian language. Ninety representatives from KS and UH convened for a first ‘aha in 2016. Their work included setting goals, forming committees and assessing resources needs that articulated ‘ōlelo Hawai‘i pathways to accelerate quality Hawaiian language learning from high school through college.

### Living Learning Labs

The Living Learning Labs work group collaborates to create opportunities for ‘āina-based, experiential learning. Most recently, three proposals offered by the group to the International Union for the Conservation of Nature World Conservation Congress were accepted as part of the “Conservation Campus” that was offered as a blend of field experiences and online learning. The proposals received Hawai‘i P-20 Partnerships for Education funding to support the development of their online curriculum. Students representing KS, Le Jardin and Ke Kula ‘o Samuel M. Kamakau Public Charter School were able to get early college credit and international participants were also able to take part in this unique opportunity.

### Mō‘ili‘ili

The work in Mō‘ili‘ili includes educational programming which aims to increase student enrollment, persistence and graduation from local universities. Collaborative

programming in Mō‘ili‘ili can support student persistence and graduation through an Innovation Hub and a Native Hawaiian Student Services Center/ Native Hawaiian Collaboratory called Hālau ‘Īnana ma Kapa‘akea. The pilot learning site opened last spring.

### Support Center: Data Sharing

Gathering current data helps all work with the HHA partnership better understand student pathways, barriers and successes. UH publishes the Native Hawaiian Scorecard which outlines the progress, persistence and graduation of Native Hawaiian learners at each UH campus. New, innovating data collecting options will inform next steps in paving the way for more strategic and aligned research and inquiry between KS and UH.

### CHAMINADE UNIVERSITY

The Ho‘oulu STEM (Science, Technology, Engineering and Mathematics) Scholarship creates a landmark opportunity for Native Hawaiian students pursuing a Bachelor of Science degree to receive full tuition assistance and the opportunity to apply for living expense assistance for four years. Totalling \$5.45 million over the scholarship’s five-year term, Ho‘oulu is the first initiative coming out of Kamehameha’s and Chaminade’s memorandum of understanding signed in fall 2015 to increase the participation of Native Hawaiians in STEM and related fields of study.

In fall 2016, Chaminade welcomed a new cohort of up to 25 first-year students and 10 transfer students in the following Bachelor of Science degree areas: biology, continued on page 28



Chaminade's first Ho‘oulu cohort.

**“The impact of Ho‘oulu will be far reaching. We are grateful for this truly transformative partnership with Kamehameha Schools allowing us to more fully realize our mission of supporting Native Hawaiians through improved access and attainment of a postsecondary education.”**

- Brother Bernard Ploeger,  
Former Chaminade University  
President



EDUCATION

**“The Ho’oulu program removes financial and non-financial barriers to Native Hawaiian success in STEM, and in parallel reflects our faculty’s commitment to curriculum and pedagogy that bridge science and root culture. Solutions to health, environmental and justice challenges are to be found in science and technology, and we envision Ho’oulu students leading the community in the future to strengthen the lāhui.”**

- Dr. Helen Turner, Chaminade Dean of Natural Sciences and Mathematics

continued from page 27

biochemistry, forensic sciences, environmental studies, nursing, and pre-med/pre-health.

Chaminade and KS expect Ho’oulu students to grow and thrive in an environment of opportunity, culture and innovation newly created by this partnership. The passion and persistence of these students will result in a new generation of Native Hawaiian leaders with careers as health practitioners, scientists, forensic specialists and environmental stewards.

**STATE BOARD OF EDUCATION**

On Nov. 16, 2016, KS and the Hawai’i State Board of Education (BOE) finalized a memorandum of understanding aimed at increasing the educational success of Native Hawaiian learners enrolled in the public school system.

“This new partnership will help further our ability to support the development of Native Hawaiians in the public school system, where many of our future local and global leaders are being shaped,” Wong said. “It’s a win-win-win situation for all. As we work with the Board and Department of Education, the visions we share for improved education can affect all learners in the system.”

The accord focuses on three areas: sharing measurements and targets that lead to increased postsecondary completion for all Native Hawaiians; advancing the Hawaiian language as a medium of teaching and learning in the public school system; and promoting Hawaiian culture-based education statewide. The next step in the process will involve creating memorandums of agreement that support the implementation of Native Hawaiian culture-based education principles.



Hawai’i State Board of Education Chair Lance Mizumoto and KS CEO Jack Wong finalize a memorandum of understanding aimed at increasing the educational success of Native Hawaiian learners in the public school system.

**“This key partnership will support and compliment the work the Board and Department of Education are doing to align its systems with Board Policy E-3, Nā Hopena A’o.\* These actions will ensure that our public education system embodies Hawaiian values, language, culture and history while preparing students for college, career and citizenship.”**

- Lance Mizumoto, Chairperson, State Board of Education

\*Nā Hopena A’o is a Department of Education-wide framework to develop the skills, behaviors and dispositions that are reminiscent of Hawai’i’s unique context, and to honor the qualities and values of the indigenous language and culture of Hawai’i.



## KS Endowment Long-term Returns Favorable

Kamehameha Schools' Endowment has grown from \$9.1 billion to \$10.6 billion over the past 10 years.

With an annual net return of 7.3 percent, endowment returns exceeded their composite market benchmark by 2.6 percentage points and their Long-Term Objective (CPI + 5 percent) by 0.6 percentage points.

Investing solely in passive benchmarks would have yielded unsatisfactory results, 2 percentage points less than our Long-Term Objective (the return level key to ensuring the long-term sustainability of Kamehameha's spend).

Annual spending from the endowment grew during the last decade from \$250 million to \$342 million. Kamehameha's Endowment continues to provide nearly the entire operating budget for the organization, while striving to preserve

**From an investment perspective, KS seeks to leverage its advantages as a long-term investor, including an ability to ride out short-term fluctuations in market returns and focus on opportunities that only manifest reliably over long periods of time.**

purchasing power for future generations.

While the endowment's long-term returns are favorable, in recent years we have grown cautious about prospects for returns in the medium term. Central banks have taken interest rates to extremely low levels, and abundant liquidity has driven up asset prices, portending lower returns going forward.

This scenario seems to be playing out with a fiscal year 2015 return of 3.9 percent and a fiscal year 2016 return of 0.0 percent. In difficult markets this past fiscal year, Kamehameha's financial assets declined 2.5 percent, while its Hawai'i Commercial Real Estate gained 6.2 percent as investors turned to assets with cash yields.

Accordingly, within the Financial Assets portfolio, fixed income provided positive returns as low interest rates sank even lower.

By policy, Kamehameha targets 4 percent of the endowment's value, averaged over five years, to arrive at how much of the endowment can be spent each year. This approach is meant to smooth educational spending, balancing the interests of current and future generations of haumāna.

As the returns of the past two years roll through the spending calculations of

Above: SALT at Our Kaka'ako now features 65,000 square feet of commercial space.

KS' five-year average, the organization must continue to evaluate its fixed and flexible spending needs and proactively manage educational spending to optimize educational impacts.

From an investment perspective, KS seeks to leverage its advantages as a long-term investor, including an ability to ride out short-term fluctuations in market returns and focus on opportunities that only manifest reliably over long periods of time.

In the Financial Assets portfolio, where front-line management is provided by external investment management organizations, this gives access to some of the highest quality managers who will only partner with long-term, patient capital. It enables KS to invest in areas such as private equity, which require a long-term commitment.

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ENDOWMENT

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The Financial Assets portfolio includes a broad array of asset classes, combined to benefit from the risk and return characteristics of each as well as from the differences among them. Looking forward with a continued cautious view of investment returns, value-added active management will be critical in providing needed funding for KS' mission. Throughout the portfolio, KS is emphasizing selectivity and value-added returns.

**HAWAI'I COMMERCIAL REAL ESTATE**

Hawai'i Commercial Real Estate is managed primarily for economic returns, though KS also seeks opportunities for non-economic benefits.

Though it represents 31 percent of KS' endowment fund, it is only 1 percent of Kamehameha's lands. KS is pivoting toward a more proactive and capital-efficient strategy that leverages third-party capital and expertise to enhance asset quality, operational fundamentals, and long-term performance.

Planning is underway to enhance the strategic alignment of the portfolio with the KS organization, with major planning initiatives currently focused on strategic market areas in Mō'ili'ili and Kapālama.

**COMMERCIAL REAL ESTATE HIGHLIGHTS**

**Our Kaka'ako: Keauhou Lane and Keauhou Place Break Ground**

The April 7, 2016, groundbreaking of Keauhou Lane marked a first for KS as it structured its first-ever leasehold equity investment with the Portland, Oregon, based real estate firm Gerding Edlen. Keauhou Lane is a 209-unit income-restricted apartment rental project with approximately 32,300 square feet of retail space

and 280 parking spaces.

This project, along with Stanford Carr's Keauhou Place, is located on the block of South St., Halekauwila St., Keawe St. and Pohukaina St. Both projects are part of the nine blocks that comprise the Kamehameha Schools 2009 Kaiāulu 'o Kaka'ako Master Plan. Keauhou Place and Keauhou Lane are expected to welcome their first residents in mid-2017.

**The Flats at Pu'unui Opening**

The Flats at Pu'unui, a reserve housing rental project, is another project originating from Kamehameha's Kaka'ako master plan that will increase workforce housing in Kaka'ako. The 88-unit, seven-story structure located at 440 Keawe Street is a mixture of studios and one- to three-bedroom units. The project is targeted at families and individuals who make less than 100 percent of Honolulu's Area Median Income(AMI) set by the U.S. Department of Housing and Urban Development (HUD).

Halfway through the 15-year master plan, the Flats at Pu'unui brings the reserve housing count to 456 out of the 550 units slated in the master plan.

**Kona Village to reopen**

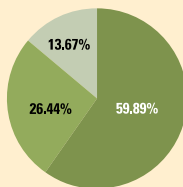
The agreement with international real estate investment firm Kennedy Wilson marks the conclusion to a five-year negotiation to reopen the Kona Village Resort that was closed shortly after the March



The Flats at Pu'unui

**Kamehameha Schools Trust Spending**  
Fiscal Year 2016

CATEGORY	AMOUNT
Campus-based Programs	\$199 million
Community Education & Scholarships	\$88 million
Major Repairs, Capital, IT Projects & Other	\$45 million
<b>TOTAL EDUCATIONAL SPENDING</b>	<b>\$332 million</b>
Debt Financing & Other	\$10 million
<b>TOTAL TRUST SPENDING</b>	<b>\$342 million</b>



**Kamehameha Schools Investment Returns**  
Periods Ending June 30, 2016

	ONE YEAR	FIVE YEAR	TEN YEAR	SINCE JULY 1, 1999
Total Endowment Fund*	0.0%	7.0%	7.3%	8.4%
Composite Benchmark	0.7%	5.7%	4.7%	5.4%
Total Endowment Fund Long-Term Objective (CPI+5%)	6.0%	6.3%	6.7%	7.2%

\*net of fees and direct expenses



Hawai'i Governor David Ige (center) was on hand to celebrate the Keauhou Lane groundbreaking along with (from left) KS CEO Jack Wong; KS trustees Corbett Kalama, Robert Nobriga, Lance Wilhelm and Micah Kāne; and KS Kapālama Kahu Kordell Kekoa.

2011, tsunami and earthquake in Japan.

Prior to its closure, the resort was in operation for 45 years, opening its doors in 1965. Employing more than 300 community members, the resort played a significant role in the economic and cultural vibrancy of the West Hawai'i region. Kennedy Wilson plans to retain the original vision of the 81.4-acre resort, as a low-density iconic destination. The resort is planned to be fully operational by the fall of 2019.

### **CRED REORGANIZED TO INCLUDE PORTFOLIO FINANCE DIVISION**

The Commercial Real Estate Division evolved operations over the fiscal year to include divisions in Asset Management, Planning and Development and a newly created Portfolio Finance and Reporting Division. This new division is responsible for the development of CRED's Portfolio Investment Strategy for its \$3 billion Hawai'i commercial real estate portfolio. The current strategy calls for a more proactive, capital-efficient approach that leverages third-party capital and expertise in order to enhance asset quality, operational fundamentals, and long-term endowment portfolio performance.

# REPORT ON FINANCIAL ACTIVITIES

JULY 1, 2015 – JUNE 30, 2016

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.



*Kamehameha Schools is a private charitable educational trust endowed by the will of Hawaiian princess Bernice Pauahi Bishop (1831-1884), the great-granddaughter and last direct descendant of King Kamehameha I.*

*During her lifetime, Princess Pauahi witnessed the rapid decline of the Native Hawaiian population. She knew that education would be key to the survival*

*of her people, and in an enduring act of aloha, she bequeathed to them a precious gift – 375,000 acres of ancestral lands of the royal Kamehameha family and instructions to her trustees that the “rest, residue and remainder of my estate” be used to establish the Kamehameha Schools.*

*Today, as it has for the past 130 years, Ke Ali'i Pauahi's legacy continues to advance her desire to restore the well-being of her people.*

## FORWARDING OUR MISSION

Kamehameha Schools completed the first year of its Strategic Plan 2015-2020 (SP2020), the first of a series of five-year plans outlining how the organization will accomplish its Vision 2040.

Vision 2040 states, “Within a generation of 25 years, we see a thriving lāhui where our learners achieve postsecondary educational success, enabling good life and career choices. We also envision that our learners will be grounded in Christian and Hawaiian values and will be leaders who contribute to their communities, both locally and globally.”

Moving toward this future, SP2020 contains five major goals: Deliver world-class, culture-based education through a network of Native Hawaiian schools; contribute to communities' collective efforts to improve education systems for Native Hawaiian learners; cultivate a strong Native Hawaiian identity; execute as a high-performing, mission-driven organization; and optimize the strength, breadth and strategic alignment of KS resources.

Efforts this year have focused on deepening cultural vibrancy, building better community relationships, and forging stronger educational partnerships for Native Hawaiian learning. These efforts help to set a good foundation for continued work in our regions and with partners across the state. Among these, highlights include:

- **ADVANCED POST-HIGH PARTNERSHIPS** to create more opportunities for learners to grow as leaders, locally and globally: established formal partnerships with the University of Hawai'i, Chaminade University, and Arizona State University focused on innovative programs, services, and system-wide supports to boost Native Hawaiian student college and career successes.

- **STRENGTHENED REGIONAL APPROACH** to better support community education and well-being through KS and partner programs. KS is shifting its people and process toward a 'regional' approach in order to intentionally work with and elevate the communities we serve.

**Community Education Programs:** More than 14,000 learners served through a variety of programs targeting ages 0 to adult, including Hawaiian Culture-based out-of-school time programs, educator support and literacy coaching in the public and charter schools, and counseling support services.

**Scholarships:** KS disbursed over \$29.2 million in scholarships to approximately 4,500 Native Hawaiian learners, including \$12.9 million in Pauahi Keiki Scholarships to 1,845 non-KS preschool students, \$3.3 million in Kipona Scholarships to 549 students attending other K-12 private schools, and \$12.6 million in post-high scholarships to 2,050 students attending college.

**Community Investing:** Another \$20 million was awarded through community investment efforts with 61 community organizations statewide.

- **ACCELERATED MOVEMENT IN PRE-K-12 HAWAIIAN CULTURE-BASED EDUCATION** to strengthen Native Hawaiian identity as a driver of successful learning:

**Network:** Collaboratively mobilized alongside our Native Hawaiian-focused public charter and immersion schools as a network of Hawaiian schools committed to culture-based education.

**Campus Programs:** As a tri-campus system, Kamehameha Schools enrolled 5,431 students (702 graduated) at its K-12 campuses at KS Kapālama (3,199 enrolled, 446 graduated), at KS Hawai'i (1,159 enrolled, 138 graduated) and at KS Maui (1,073 enrolled, 118 graduated).

**Preschools:** Serving our youngest kamali'i, Kamehameha Schools enrolled 1,595 students at 30 preschool sites statewide.

Through these actions and by building solid relationships, Kamehameha Schools is stepping up progress toward Vision 2040 and is a critical change agent serving to improve the well-being of Native Hawaiian learners and the lāhui.

## MANAGING THE ENDOWMENT

Educational spending reflects these priorities. For fiscal year 2016, Kamehameha Schools invested \$342 million in education, consisting primarily of \$199 million on campus-based programs and \$88 million on community-focused programs and scholarships. As of June 30, 2016, the overall fair market value of the Kamehameha Schools endowment, which includes Hawai'i real estate and global financial assets, was \$10.6 billion. The endowment achieved a return of 0.0 percent during the fiscal year resulting in 7.0 percent return over the last 5 years and 7.3 percent return over the last 10 years. The Consolidated Balance Sheet that follows shows total assets to be \$8.5 billion. It records real estate at cost rather than fair market value, and includes endowment, educational, agricultural and conservation assets.

**For more, including a copy of Kamehameha Schools audited “Consolidated Financial Statements and Supplemental Schedules” for fiscal year 2016, please visit [www.ksbe.edu/annual-reports](http://www.ksbe.edu/annual-reports). For more about Kamehameha's vision and strategic plan, go to [www.ksbe.edu/sp2020/](http://www.ksbe.edu/sp2020/).**





## CONSOLIDATED BALANCE SHEET

June 30, 2016

(in thousands)

### Assets

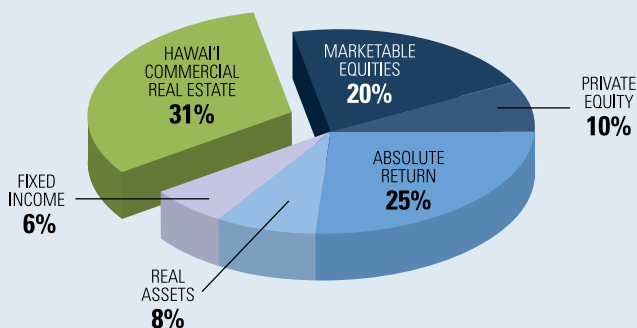
Current assets			
Cash and cash equivalents	\$	124,293	
Receivables, net		6,225	
Other		2,680	
		<hr/>	
Total current assets			133,198
Trust investments			
Financial investments		7,227,884	
Amounts receivable for securities sold		107,221	
Interest receivables		7,022	
Real estate investments, net		248,779	7,590,906
		<hr/>	
Other investments			37,482
Property and equipment, net			682,061
Deferred charges and other			117,125
		<hr/>	
Total assets	\$		<u>8,560,772</u>

### Liabilities and Net Assets

Current liabilities			
Accounts payable and accrued expenses	\$	42,245	
Current portion of notes payable		9,786	
Deferred income and other		26,231	
		<hr/>	
Total current liabilities			78,262
Notes payable			159,690
Accrued pension liability			134,170
Accrued postretirement benefits			65,107
Amounts payable for securities purchased			17,118
Deferred income and other			187,689
		<hr/>	
Total liabilities			<u>642,036</u>
Commitments and contingencies			
Net assets – unrestricted			7,918,736
		<hr/>	
Total liabilities and net assets	\$		<u>8,560,772</u>

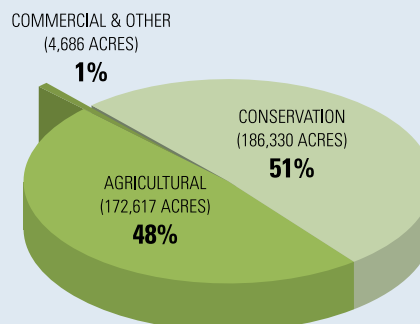
## KAMEHAMEHA SCHOOLS ENDOWMENT

Kamehameha Schools' mission is primarily supported by its endowment. The endowment was valued at \$10.6 billion as of June 30, 2016. A globally diversified financial assets portfolio of \$7.3 billion, and Hawai'i commercial real estate representing \$3.3 billion at fair market value comprise the endowment's value.



## KAMEHAMEHA SCHOOLS LANDS

Commercially zoned lands make up 1 percent of total acreage (363,633) belonging to Kamehameha Schools. Agricultural and conservation lands comprise 99 percent and are primarily considered sustainability assets, not included in the endowment fund. During the fiscal year 2016, Kamehameha Schools spent \$11.5 million (net of agricultural rents) to steward agricultural and conservation lands and natural resources.



KAMEHAMEHA SCHOOLS®

# SERVING AMERICA'S HIGHEST COURT

Kamaile Turcan is the first person of Native Hawaiian ancestry and the first UH law school graduate to serve as a U.S. Supreme Court law clerk

It's been quite the year for **Kamaile Nichols Turcan KSK'98**.

In January 2016, Turcan was selected by U.S. Supreme Court Justice Sonia Sotomayor to a prestigious law clerk position in her office. Turcan's term began in the summer and will run for one year.

Turcan's achievement marks the first time that a person of Native Hawaiian ancestry will serve as a law clerk to a U.S. Supreme Court Justice. The appointment is also a first for a University of Hawai'i law school graduate to attain the once-in-a-lifetime opportunity. During her term in the country's highest federal court, Turcan will have the opportunity to assist the justice in legal research, writing and preparation for hearings.

"The opportunity to work on some of the biggest legal questions of our day, to help Justice Sotomayor, is the ultimate opportunity for a young lawyer," Turcan told Hawai'i News Now upon learning of her appointment.

"It's an incredible lifetime opportunity for any law graduate, let alone one from Hawai'i. One of the exciting things about the court is one never knows what nationally important issue will present itself."

Following her graduation from KS, where she served as salutatorian, Turcan received her BA in integrative biology from UC Berkeley in 2001. After working for several years as a field biologist, she



Kamaile Turcan, second from left, is congratulated (from left) by KS attorney Paul Nahoa Lucas KSK'77, trustee Lance Wilhelm KSK'83 and KS CEO Jack Wong.

entered the UH law school and graduated in 2008 with a certificate in environmental law.

According to Turcan, the education she received at Kamehameha Schools laid the foundation for her to pursue the field of science, and later, law. She recalled playing around with the science equipment in her lab classes.

"Every teacher I had at KS instilled in me a dedication to learning and to

asking questions, which was instrumental to setting my path in the sciences. But the greatest influence was my love of the outdoors and the 'āina itself. Growing up in Hawai'i, with the ocean and the mountains right outside my door, from the very beginning I was focused first and foremost on environmental issues."

Turcan initially did not set out to study law, as she thought she would always stay in the sciences.

"I saw that some of the very creatures I loved to study were vanishing before my eyes. I can't study them if they're not there anymore," she said.

This prompted her interest to veer toward law and policy and be part of the efforts to protect the 'āina. She said one of her goals is to continue being a good steward of the environment, both through her career and commitment to community through organizations like Kāko'o 'Ōiwi – a group that works to restore ecological

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"Every teacher I had at KS instilled in me a dedication to learning and to asking questions, which was instrumental to setting my path..."

– Kamaile Turcan,  
U.S Supreme Court law clerk

# KS ALUM PIONEERS NATUROPATHIC MEDICINE IN HAWAI‘I

Dr. Landon Oponui is the first ND to be added to HMSA’s primary care physician network

In July, Dr. Landon Oponui KSK’04 became the first naturopathic doctor to be added to the Hawai‘i Medical Service Association’s primary care physician network. HMSA is the largest medical insurer in the state.

“Naturopathic medicine is the art, philosophy and science of the treatment of disease and the promotion of health using natural therapies,” Oponui said. “This includes a lot of the foundational elements of health, which are sleep, hydration, stress management, decreasing environmental exposure, optimizing nutrition, and consistent movement.

“In addition to that, there’s nutrient therapy, botanical therapy, and mind-body medicine. Those are the tools that most naturopathic doctors use in their practice. They provide us, as a profession, the opportunity to provide therapeutic options for patients.”

Oponui is a physician at Manakai O Mālama Integrative Healthcare Group and Rehabilitation Center. Integrative healthcare is the practice of combining modern medicine and traditional healing approaches in the everyday practice of medicine.

Comparable to MD (medical doctors)



From a very early age at KS, I really embraced this concept of being a ‘good and industrious’ man.

– Dr. Landon Oponui

primary care providers, naturopathic doctors (ND) work to make an accurate diagnosis through patient history, physical examination, laboratory testing and imaging.

“The team-based setting at Manakai O Mālama is particularly conducive to integrating effective, natural treatments safely with prescription medications, and comprehensive clinical care by psychologists, acupuncturists, physical and occupational therapists, and sleep specialists,” Oponui said.

Oponui said there has been a paradigm shift in the medical community – one that focuses on conventional health care practices while also integrating alternative

and preventative measures. In his practice he advocates for diet, lifestyle and medicinal approaches which parallel those of his kūpuna.

Oponui himself maintains an active lifestyle, in part to inspire his patients to do likewise. He ran cross country while at Kamehameha, paddled outrigger canoes as a hobby, and participated in NCAA Division I rowing in college.

He is a five-time Iron Man triathlon finisher.

“I really pride myself on modelling and practicing what I preach,” he said. “When I was shadowing a lot of medical doctors, I saw that a lot of them have horrible diets and a lot of them carry excess body weight. They looked as if they were definitely not very good models of health. I think it’s important as a physician not just to talk the talk, but walk the walk.”

After graduating from KS, Oponui went on to Loyola Marymount University where he received a bachelor of science degree in natural science. He then earned a doctorate in naturopathy at Bastyr University near Seattle, Washington.

Oponui attributes much of his academic and professional success to his KS education.

“Kamehameha definitely prepared me and influenced my career trajectory.

continued on page 39

Dr. Oponui is a physician with Manakai O Mālama Integrative Healthcare Group and Rehabilitation Center.





# Alumni reunite on all three Kamehameha Schools campuses

Alumni weekends come to KS Maui and KS Hawai'i for the first time ever

Alumni week has been a treasured tradition ever since its beginnings on the Kamehameha Schools Kapālama campus in 1989. Over the years, this event has served as a “welcome back” for alumni celebrating their reunion year.

The event was also the inspiration behind hosting similar gatherings on the Maui and Hawai'i campuses in 2016, the first time Alumni Week has been held on those campuses.

“Alumni week plays a vital role in reconnecting alumni with our beloved school and the legacy of Ke Ali'i Pauahi,” said **Dancine Baker Takahashi KSK'79**, KS director of Alumni Relations. “The addition of reunions on Maui and Hawai'i island further strengthens our bond as Kamehameha 'ohana.”

This year's Alumni Week on the Kapālama campus was held on June 6-13 with over 3,400 alumni and their families returning to campus. Celebrating classes, those with graduating years ending in 1s and 6s, enjoyed a gamut of events including opening chapel, an alumni golf tournament, 'āina tours, Paniolo Night, Taste of Kamehameha, Talent Night, and the always-popular Alumni Lū'au.

“I enjoyed my time in the dorms sharing meals, having kanikapila and stimulating conversations and getting to know the class of '51 and '61. We felt like family by week's end,” said **Brucella Hopkins Berard KSK'56**, who, along with her classmates, celebrated her 60th reunion at this year's Alumni Week.

Reunion celebrations on the Maui and Hawai'i campuses were open to all alumni regardless of graduating year or campus.

“Ultimately, these celebrations were added to give alumni from the other campuses an opportunity to experience alumni week,” added Dancine. “These events also allowed Kapālama alumni on the neighbor islands who couldn't attend on O'ahu a chance to celebrate their reunion year.”

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Members of the KSK class of 1976 present a lei at Mauna 'Ala. From left to right, U'i Akana Cameron, Darryl Park and Winfred Cameron.



KS Maui Class of 2006.

These alumni from the KSK class of 1971 attended the opening service at Bishop Memorial Chapel. From left to right, Poni Morgan Daines, Aaron Mahi, Faye Campbell Aki.



Alumni visit a lo'i as part of the Alumni on the 'Āina activity in Punalu'u.



Kainoa Daines KSK'97 helped to place Ho'okupu presented by the classes at the crypt of Princess Pauhi.

“We wanted alumni, regardless of which campus they attended, to know that our campus is Pauhi's hale and that our KSK and KSH graduates who live on Maui are welcomed and encouraged to embrace our campus as their own.”  
 – Kaleo Pahukula KSK'89  
 Interim KSM Po'o Kula



Classmates Ivy Jean Bagio Sanchez KSK'79, Lyla Kauano'e Eldredge KSK'79, Dancine Baker Takahashi KSK'79 and Donna Toyama Wheeler KSK'79 reconnect at the KSAA Maui Region Alumni Lū'au.



Class of 1971 gathers prior to the alumni lū'au hosted by KSAA East Hawai'i.



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The KSK class of 1991's Talent Night performance won awards for best original performance and best overall. Pictured at front are Marlene Kanehailua, Nathan Javellana and D. Kaipo Nuuanu.



Kekai Olsen Robinson KSK'93, Ellen Kahanu Raiser KSK'64, Kaleo Pahukula KSK'89, Lanihuli Brandl Freidenburg KSK'64 and Kekoa Kekoa Enomoto KSK'64 led the opening chapel service on the Maui campus.



Enjoying the huaka'i to Kionakapahu loko i'a were intern Shola Kahiapo KSH'14, KSH Po'o Kula M. Kāhealani Naeole-Wong KSK'87, Dancine Baker Takahashi KSK'79, Alva Kamalani KSK'70, Ann Kamalani KSK'89, Matthew Kamalani, Kōkua Kaylie and presenter Noelani Ho'opai.



Alumni purchase fresh produce from one of the lessee farms in Punalu'u Valley.

The Maui campus' reunion weekend was held July 7-9 with over 100 alumni in attendance throughout the weekend. Events included an opening chapel service and welcome reception, a campus tour, and an Alumni Lū'au hosted by the KS Alumni Association Maui Region.

"The alumni reunion weekend was a significant moment in Kamehameha Schools Maui's history as we celebrated the 10th reunion of our first graduating class in 2006 and wrapped up the yearlong celebration of the 20th anniversary of our campus," said **Kaleo Pahukula KSK'89**, interim po'o kula at KS Maui.

"We wanted alumni, regardless of which campus they attended, to know that our campus is Pauahi's hale and that our KSK and KSH graduates who live on Maui are welcomed and encouraged to embrace our campus as their own."

The Hawai'i campus held its festivities on July 14-16 and offered an opening chapel service, a huaka'i to Kionakapahu loko i'a, and an Alumni Lū'au hosted by the KSAA East Hawai'i Region. Over 200 alumni attended the first-time event.

"It was a fun weekend. I especially enjoyed spending the afternoon at the Kionakapahu fishpond," said **Ann Chang Kamalani KSK'89**. "It was a great learning experience and we had a wonderful time."

The success of each reunion was the result of a kākou effort across the organization including KS Kapālama's Parent and Alumni Relations Office, Pauahi Foundation, alumni support staff on the Maui and Hawai'i campuses, as well as countless volunteers, many of whom were non-celebrating alumni.

"Mahalo nui to all involved for collectively ensuring a memorable return home for our alumni and their families," said Jack Wong, CEO of Kamehameha Schools.

## 2017

### Alumni Reunion Dates

Kapālama Campus  
June 5-11, 2017

Maui Campus  
July 6-8, 2017

Hawai'i Campus  
July 13-15, 2017

## ORDER OF KE ALI'I PAUAHI AWARD GALA

continued from page 5

In addition to a pūpū spread and three-course dinner service, the gala included an auction with over 160 items. Some of the notable items included a three-hour sail on Hikianalia hosted by the Polynesian Voyaging Society, gift certificates to the newest restaurants at SALT at Our Kaka'ako, an original oil painting by Jan's grandson Hayden Butler depicting the early life of young Jan Dill, and a Kamaka 100th anniversary 'ukulele.

The event included entertainment from the Kamehameha Schools Alumni Association Choir, Nā Hōkū Hanohano award winners Hōkū Zuttermeister and **Chad Takatsugi KSK'95**, as well as an impromptu performance by Robert Cazimero who was there as a guest.

"The gala is an example of how we can partner with others to create transformational change for our lāhui," said **Pono Ma'a KSK'82**, interim executive director at the Pauahi Foundation. "Mahalo to First Hawaiian Bank, Kyo-Ya Hotels & Resorts and the rest of our generous sponsors for

supporting this important initiative and honoring Jan and his 'ohana."

The 2017 Order of Ke Ali'i Pauahi gala is set for October 12, 2017 at the Royal Hawaiian Hotel. For information on the award or how you can become a sponsor, please contact Lani Ka'a'a at (808) 534-3966 or email [jikaaa@ksbe.edu](mailto:jikaaa@ksbe.edu).

## KS ALUM PIONEERS NATUROPATHIC MEDICINE

continued from page 35

I feel very blessed to have attended Kamehameha," he said. "From a very early age at KS, I really embraced this concept of being a 'good and industrious' man.

"Going through Kamehameha and truly realizing the immense blessing to be able to attend that school really helped motivate me to find a career path where I not only continued to grow personally and professionally, but provided me with an opportunity to come back and contribute to my community."

## SERVING AMERICA'S HIGHEST COURT

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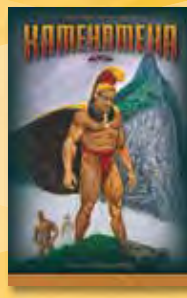
productivity and cultural connections with the 'āina.

Turcan is a former law clerk for federal District Court Judge David Ezra, and has served as a law clerk for Ninth Circuit Court of Appeals Judge Richard Clifton as well.

In the spring, before her term began, she was honored at a luncheon co-sponsored by the Kamehameha Schools Legal Group, the Native Hawaiian Bar Association and the University of Hawai'i at Mānoa's William S. Richardson School of Law.

"There are so many people who I admire and who helped me along my path that I cannot even begin to name them all," she said. "I will always be so thankful. From my friends and family, to my 'ohana at Kamehameha Schools and at UH's Richardson School of Law, to my mentors at the National Oceanic and Atmospheric Administration and the U.S. District Court and the Ninth Circuit Court of Appeals – I wouldn't be here without them."

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# Mahalo a Nui Loa

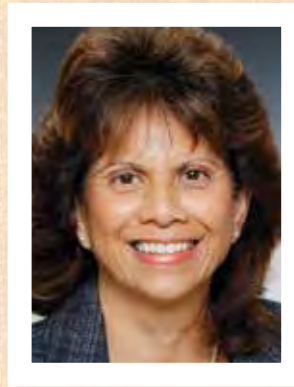
to the following Kamehameha Schools employees for their years of dedicated service toward fulfilling the vision of Ke Ali'i Bernice Pauahi Bishop.

## 45 YEARS OF SERVICE



Donald Harvey

## 40 YEARS OF SERVICE



Gail Cummings Aoki KSK 71

## 35 YEARS OF SERVICE



Roy Tsukiyama



Joyce Ahuna-Kaaiai



Janis Kaohi Kane KSK'76



Ernestine Brennon



Editha Talioga

## 30 YEARS OF SERVICE



Jennifer Chung Anderson KSK'84



Lisette Fernandez-Akamine KSK'78



Eloise Haake KSK'73



Robert Hamilton



Gail Ishimoto



Ronelle Kaanapu Kopp KSK'75



Leonard Kwan



Diane Maher



Sheree Mendonsa



Guy Nishimura



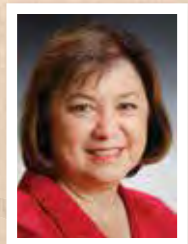
Elaine Nuuhiwa



Kekoa Paulsen KSK'77



Judy Scoville-Layfield



Sandra Tuitele



### THIRTY YEARS

*photo not available*

**Sharmaine Naumu Enos KSK'81**  
Linda Jacobs  
**Alice Mae Kaupu KSK'78**

### TWENTY FIVE YEARS

**Laurie Shiets Apiki KSK'77**  
Lorna Chun  
Gilbert Ellis  
Mark Ewald  
Steve Hayamoto  
**Roxanne Watson Hoohuli KSK'77**  
Concepcion Hunnings  
Rosemary Inouye  
**Kordell Kekoa KSK'80**  
Tricia Lasconia  
Vernal Lilly  
**Jacob Lono KSK'76**  
Lynn McDonald  
Brenda Jeanne Mendiola  
Sean Mokiao  
Diana Montez  
Desiree Pavao  
Cheryl Ann Sueyoshi  
**Kimberly Carrion Thomas KSK'84**  
Anjanette Thomas  
Susan Willing

### TWENTY YEARS

Sonya Ah Chong  
**Ladd Akeo KSK'82**  
Rodolfo Cabato  
**Christine Chun KSK'92**  
Tiana Companion  
Cynthia Fernandez  
Peter Grach  
**Catherine Davis Honda KSK'82**  
**Nathan Javelana KSK'91**  
Sheryl Kahue  
**Rene Nahulu Kirsch KSK'91**  
Eric Kusuda  
**Tedmund Maa KSK'82**  
Nolia Maglinti  
Tania Kanani Manoa  
Elise Parraga-Silva  
Nalani Pollock  
Miles Sakai  
Phyllis Sone  
**Walter Thoemmes KSK'84**  
Lawrence Uchima  
**Lisa Urbshot KSK'90**  
**Kurt Williams KSK'87**  
Zijin Yang

### FIFTEEN YEARS

Darlene Abraham  
**Lory Kim Aiwohi KSK'91**  
Zeoma Akau  
Carol Anguay  
Julie Arias  
**Aileenmarie Arnold KSK'96**  
Kyle Atabay  
**Mara Bacon KSK'87**  
**Darciann Tam Baker KSK'85**  
Lionel Barona  
Traci Carvalho-Mattos  
Daniel Chamberlain  
Ford Chinen  
Roseleane Chong  
**James Chun KSK'90**  
Jocelyn Chun  
Michael Clarke  
Kelly Cua  
Shalei Damuni

Scott De Sa  
Yolanda Diego  
Sharon Dilliner  
**Rockland Freitas KSK'95**  
Nani Fujiwara  
Dale Gushiken-Nip  
William Harris  
Shawn Hereth  
**Quinn Kealoha Hoomana-  
Heffernan KSK'92**  
Stacey Imamura  
Misty Inouye  
Jon Iwatani  
Albert Jacintho  
Leonardo Juan  
Norman Kaaihue  
**Elisabeth Kadooka Enomoto  
KSK'87**  
**Shawn Kanaiaupuni KSK'83**  
**Kaukokalani Andrade Kane  
KSK'80**  
Tracy Kaneakua  
Melissa Kapu  
Kathryn Kekaulike  
**Darrell Kim KSK'89**  
Matthew Kodama  
Verna Lau  
**Tiara Lee-Gustilo KSK'94**  
Fred Leslie

**Bronson Lopez KSK'96**  
Kaïla Lui-Kwan  
Debra Matayoshi  
**Julian Nakanishi KSK'95**  
Jessica Nee  
Jeanette Nielson  
Laura Noguchi  
Nancy Numazu  
Linda Oyama  
Lisa Pahukoa  
**Janeen Ralar KSK'93**  
Julie Ramos  
Shirleen Robins Matthews  
Donna Rosehill  
Tana Rosehill  
Stacy Rosehill-Baker  
Susan Sakamoto  
**Deede Baldwin Santiago KSK'82**  
**Marcia Kunz Saquing KSK'72**  
Kanoelheua Serrano  
Emily Simeona  
Lisa Soares  
**Nicole Darakjian Souza KSK'89**  
Shannon Spencer  
Beth Taone  
Michael Thomas  
Sabrina Toma  
Sharice White  
Katherine Wurdeman-Thurston  
Sherilyn Yamauchi  
Kelly Young  
Burton Yuen  
Christopher Zarko

### TEN YEARS

Michelle Abe  
James Aiona  
**Moana Akana KSK'62**  
**Adrian Akina KSK'95**  
**Abraham Alama KSK'97**  
Hilarie Alomar  
Kaleena Aoki  
Gaymond Apaka  
Derrick Asing  
**Jennifer Kauhane Awai KSK'83**

John Bodine  
Jonathan Briones  
Sanoë Cabanting-White  
Jane Cariaga  
Margaret Carpenter  
Stacy Clayton  
**Michelle Cluney KSK'95**  
**Erika Cravalho KSK'95**  
**Arnel Morikawa Cummings  
KSK'82**  
Bonny Davis  
Sheila Ann Dean  
**Desiree Ku Del Rosario KSK'78**  
Farrah Grace Derla  
**Andrea Dias KSK'92**  
**Moya Donahue KSK'80**  
Ronald Englund  
Maria Farrelly  
Jean Fergerstrom  
Marcy Fleming  
Francine Fujiwara  
Moanikeala Furuta  
**Cheryl-Ann Gamiao-Herrod  
KSK'81**  
Beth Gusman  
Glorianna Gusman  
Bernadette Haee-Delacruz  
Diana Halemano  
**Kerri-Ann Hewett Fraser KSK'76**  
**Matthew Holt KSK'79**  
Wade Inn  
Dannielle Iuta  
Ray Iyo  
Rashanti Kaawalao  
Annette Kailiawa  
Roxanne Kala  
**Amy Kalawe KSK'02**  
Chad Kalehuawehe  
Amanda Kamalii  
Nicolette Kane  
Leane Kaneko  
Janis Kanetani  
Sheri-Lynn Keator  
Steven Kondor  
Kiira Lagura  
**Jonah Lenchanko KSK'97**  
Namlyn Leonard  
Constance Leyendecker  
Cynthia Maa Hewitt  
Ryder Maeda  
**Donna Lukela Mahuna KSK'90**  
Tracie Makaiwi  
**Anne Marie Matsuzaki KSK'86**  
Charmaine Merrill  
Diane Mokuhalii  
Muelang Molina  
Sy Momohara  
Rondi Lee Moses  
Dianne Muraoka  
Lauren Nahme  
Khay Ngo  
Claire Niheu-Yong  
Chanda Nouchi  
Trisha Ann Okawa  
**Koy-Allan Omo KSK'92**  
Carol-Ann Ota  
Emma Lee Otsuka  
William Pai  
Evelyn Park  
**Nikki Kamai Petner KSK'74**  
Brandt Puana  
Kristen Purdy  
**Emily Chang Puu KSK'94**

### Monica Coloma Rista KSK'92

Charles Roggwo  
Jana Saffery  
Sharaine Sakabe  
Ralph Sato  
Robbie Ann Shimose  
Jayneen Souza  
Tanya Souza  
Troy Souza  
Darmaine Stant  
Mari Sunabe  
Linda Tanaka  
Ernest Tavares  
Michael Tom  
Phil Uyehara  
Diane Victor  
Heidi Waiamau  
**Laurielei Van Gleson Waracka  
KSK'81**  
Leimomi Weffer  
Zena Mae Welch  
**Brandon Wong KSK'95**  
George Yamamoto  
Shawn Yamamoto  
Rennette Yamanoha  
Sandra Yue

### FIVE YEARS

Nicole Akana  
**Karen Oman Alamida KSK'91**  
Jolyn Alayon  
**Jordann Ares KSK'98**  
Benjamin Balberdi  
**Pakalani Bello KSK'97**  
Trevor Berry  
Sommer Bertelmann  
**Raymond Botelho KSK'85**  
Robert Burgess  
**Eden Thomas Carney KSK'96**  
Brian Carr  
Hiwalani Chang  
**Shaundor Chillingworth KSK'99**  
Elisa Chong  
Jennifer Chun-Hoon  
Maile Cluney  
Maximo Concepcion  
Brendan Courtot  
Kea-Alii Dacanay  
Cristi David  
Bryan Davis  
Nancy DeRego  
**Rochelle Kisha Domingo KSK'90**  
Darcy-Jean Ebanez  
Kristina Erskine  
**Elena Savaiinaea Farden KSK'93**  
Maverick Fernandes  
Laura Frailley  
Michelle Frias  
Elijah Frost  
Heather Fuchigami-Day  
Landry Fukunaga  
**Michael Fuller KSK'94**  
Lori Galera  
Dustin Goto  
Ken Goto  
Arturo Guieb  
Domingo Gutierrez  
Iwalani Haia  
Joseph Hamel  
Whitney Hatayama  
Cynthia Herron  
**Christine Holt-Mizuguchi KSK'83**  
Anjoleen Hoopai-Waikoloa  
Melissa Ibrao

Freddie Javier  
Jennifer Jones  
Mark Jones  
**Denise Kaaa KSK'84**  
Chanelle Kalama-Oliveira  
**Michelle Kapuniaï Kamalii-Ligsay  
KSK'00**  
Cherissa Kane  
**Donovan Kauï KSK'03**  
Salote Kauvaka  
**Ko Kealoha KSK'01**  
Tracy Kealoha  
Madeline Keama  
Wendy Kekahio  
Michelle Keliwaiwaiiole  
Jaimie Kennedy  
Kori Kikuyama  
Moyra Kim  
Bethany Kimokeo  
**Christina Kinimaka KSK'02**  
Malia Kipapa  
Ramie Kishaba  
Michelle Knell  
Meredith Kuba  
Richard Kuewa  
**Monica Bitler Lima KSK'96**  
Tasha Lopez  
Beautyann Low  
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Lori Nakagawa  
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Cami Nihipali  
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Tom Poy  
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**Sandria Souza KSK'97**  
Teri Takishita  
Tony Tam  
Jan Tanaka  
**Stephanie Tancayo KSK'94**  
Jamie Tanigawa  
Cory Tom  
Sandra Tom  
Aline Tran  
Rhandi Uehara  
Janel Uta  
**Sandee Maluo Walker KSK'96**  
Scott Watanabe  
Allison Wery  
Bronson West  
**Kanoe Sugaruma Wilson KSK'91**  
Johnnie Wilson  
Rochelle Yamashita  
Yuki Yano



# ARCHIVAL RESEARCH CLASS BRINGS KS HISTORY – AND CRITICAL THINKING SKILLS - TO LIFE

by Stacy Naipo KSK'82  
*KS Archivist*

Last fall, KS archivists **Stacy Naipo KSK'82** and Candace Lee offered a new basic archival research class to high school students at Kamehameha's Kapālama campus.

The idea for the class grew from project-based collaborations with other KS kumu in various disciplines, and the class is now a semester-long course held in the schools' Museum Archive office.

### Primary source documents can reveal different perspectives

Why is this class important? There are many reasons why a class based around archival research is valuable. The primary reason is to introduce research and critical thinking skills early in the high school experience.

Another reason is to gain familiarity with the work of museums and archives, and to use their research tools such as finding aids, indexes and database keyword searching. Typically, students encounter their first college research paper without these skills.

What does critical thinking mean for our students? One question we ask our students is, who created the records? This question is important for Native



The KS contingent at Living History Day at the Pacific Aviation Museum held in September 2016. (Photo courtesy the Honolulu Star Advertiser) From left, **Eric Crabbe KSK'46**, Stacy Naipo, junior Jorie Lincoln, senior Sierra Wong and senior Carly Kajimoto.

Hawaiians because we come from an oral tradition. This means that written records, from certain dates, were created mostly by non-Native Hawaiians.

Another critical point is that many official records are created by those in powerful positions. For our schools, that means trustees, presidents or principals. We ask our students if those records would accurately reflect the lived experience of a student at Kamehameha?

### Living History Day at the Pacific Aviation Museum

Over the summer, Dr. Shauna Tonkin, the director of Education at the Pacific Aviation Museum, met with KS history kumu Sarah Razee and myself to arrange for our students to participate in Living History Day in remembrance of Pearl Harbor. From the first day of school, our beginning archival research students delved into the history of the school and immersed themselves in the 1940s.

Why is this class important? There are many reasons why a class based around archival research is valuable. The primary reason is to introduce research and critical thinking skills early in the high school experience.

### Critical knowledge about our school during the attack

Our students closely examined Kamehameha's military education focus to find the key to the behavior of students and the use of the Kapālama campus on Dec. 7, 1941. As the attack commenced, various reports, oral histories, and correspondence, outlined the belief that it was nothing more than a realistic, yet staged exercise.



The Beginning Archival Research class looks on as Seniors Kaniāla Donlin and Noah Pasikala try on the ROTC uniforms from the archive, in preparation for wearing them at Living History Day.

Once the truth of the situation became clear, the boys met the news with stoic acceptance, having been trained by the Army officers stationed at Kamehameha School for Boys, to be 'little soldiers.' as explained by 1946 graduate, Eric Crabbe, who visited with our archive students in class.

Mr. Crabbe's elder brother, William Crabbe, is named on a plaque above dorm circle that commemorates the boys of the class of 1942 (seniors at the time of the attack) and their service to the school as they guarded the water supply on campus.

The students also discovered a slight discrepancy between a teacher's account of how the girls of Kamehemeha School for Girls handled the news of the attack, versus their own recollections.

Mr. Loring Hudson, whose master's thesis is a comprehensive history of the school, states the girls were given the news by Principal Maude Schaeffer, and, according to Hudson, "They took it very well, their chief concern being for the safety of their families scattered about the Territory."

Our students studied an oral history by the ladies of the class of 1944: Ione



Archivists Stacy Naipo and Candace Lee assist sophomore Sarah Santos, and freshman Kyra Watada, to prepare their display board for Living History Day at the Pacific Aviation Museum.

Rathburn Ryan, Marian Lake Boyd, Arline Akina, Eloise Benham, and Kuualoha Saffery Callanan, and found a very different tale of the event: "The girls were screaming and running back up to the dorm. The school put 150 girls together into one dorm. That was a mistake because

there was mass hysteria...everybody started to cry."

Thus, the students have learned that the records in an archive can present different perspectives regarding the same event, and highlights the critical thinking we ask of them.

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