

**NATIVE HAWAIIAN EDUCATION
REAUTHORIZATION**

HEARING

BEFORE THE

**COMMITTEE ON INDIAN AFFAIRS
UNITED STATES SENATE**

ONE HUNDRED SIXTH CONGRESS

FIRST SESSION

ON

S. 1767

**TO AMEND THE ELEMENTARY AND SECONDARY EDUCATION ACT OF
1965 TO IMPROVE NATIVE HAWAIIAN EDUCATION PROGRAMS**

NOVEMBER 30, 1999
KAUNAKAKAI, MOLOKAI, HI

PART 1



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NATIVE HAWAIIAN EDUCATION REAUTHORIZATION

TUESDAY, NOVEMBER 30, 1999

U.S. SENATE,
COMMITTEE ON INDIAN AFFAIRS,
Kaunakakai, Molokai, HI.

The committee met, pursuant to notice, at 9:30 a.m. at the Mitchell Paole Center, Kaunakakai, Molokai, Hon. Daniel K. Inouye (vice chairman of the committee) presiding.

Present: Senators Inouye and Akaka.

Also present: Representative Mink.

STATEMENT OF HON. DANIEL K. INOUE, U.S. SENATOR FROM HAWAII, VICE CHAIRMAN, COMMITTEE ON INDIAN AFFAIRS

Senator INOUE. The Committee on Indian Affairs meets today to receive testimony on S. 1767, a bill to authorize and extend the Native Hawaiian Education Act. This act was first enacted into law in 1988 and it provided authority for programs that were designed to provide special support to Native Hawaiian students of all ages.

The act includes programs for preschool age children, family-based education centers, special education, community-based learning centers, higher education, infant and child care initiatives, teacher training and curriculum development. This bill departs from the existing format by authorizing a range of activities for which the Secretary of the United States Department of Education can provide grants to schools and educational organizations that serve Native Hawaiian interests.

The Native Hawaiian Education Act is part of a larger bill, the Elementary and Secondary Education Act, which will be acted on in the U.S. Senate in this session of the Congress. Therefore, it is necessary for the committee to hold these hearings before the end of this year and prior to the Senate's action, so that we can take the recommendations of Native Hawaiian communities back to Washington and to assure that those suggestions are included in the larger bill. This is very, very important to the committee, because what we have achieved so far is to have an education bill that was made in Hawaii by Hawaiians for Hawaiian children.

[Text of S. 1767 follows:]

106TH CONGRESS
1ST SESSION

S. 1767

To amend the Elementary and Secondary Education Act of 1965 to improve Native Hawaiian education programs, and for other purposes.

IN THE SENATE OF THE UNITED STATES

OCTOBER 21, 1999

Mr. INOUE (for himself and Mr. AKAKA) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To amend the Elementary and Secondary Education Act of 1965 to improve Native Hawaiian education programs, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the "Native Hawaiian Edu-
5 cation Reauthorization Act".

6 **SEC. 2. NATIVE HAWAIIAN EDUCATION.**

7 Part B of title IX of the Elementary and Secondary
8 Education Act of 1965 (20 U.S.C. 7901 et seq.) is amend-
9 ed to read as follows:

1 **“PART B—NATIVE HAWAIIAN EDUCATION**

2 **“SEC. 9201. SHORT TITLE.**

3 “‘This part may be cited as the ‘Native Hawaiian
4 Education Act’.

5 **“SEC. 9202. FINDINGS.**

6 “Congress finds the following:

7 “(1) Native Hawaiians are a distinct and
8 unique indigenous people with a historical continuity
9 to the original inhabitants of the Hawaiian archipel-
10 ago, whose society was organized as a nation and
11 internationally recognized as a nation by the United
12 States, Britain, France, and Japan, as evidenced by
13 treaties governing friendship, commerce, and naviga-
14 tion.

15 “(2) At the time of the arrival of the first non-
16 indigenous people in Hawai‘i in 1778, the Native
17 Hawaiian people lived in a highly organized, self-suf-
18 ficient subsistence social system based on a com-
19 munal land tenure system with a sophisticated lan-
20 guage, culture, and religion.

21 “(3) A unified monarchal government of the
22 Hawaiian Islands was established in 1810 under Ka-
23 mehameha I, the first King of Hawai‘i.

24 “(4) From 1826 until 1893, the United States
25 recognized the sovereignty and independence of the
26 Kingdom of Hawai‘i, which was established in 1810

1 under Kamehameha I, extended full and complete
2 diplomatic recognition to the Kingdom of Hawai'i,
3 and entered into treaties and conventions with the
4 Kingdom of Hawai'i to govern friendship, commerce
5 and navigation in 1826, 1842, 1849, 1875, and
6 1887.

7 “(5) In 1893, the sovereign, independent, inter-
8 nationally recognized, and indigenous government of
9 Hawai'i, the Kingdom of Hawai'i, was overthrown
10 by a small group of non-Hawaiians, including United
11 States citizens, who were assisted in their efforts by
12 the United States Minister, a United States naval
13 representative, and armed naval forces of the United
14 States. Because of the participation of United States
15 agents and citizens in the overthrow of the Kingdom
16 of Hawai'i, in 1993 the United States apologized to
17 Native Hawaiians for the overthrow and the depriva-
18 tion of the rights of Native Hawaiians to self-deter-
19 mination through Public Law 103-150 (107 Stat.
20 1510).

21 “(6) In 1898, the joint resolution entitled ‘Joint
22 Resolution to provide for annexing the Hawaiian Is-
23 lands to the United States’, approved July 7, 1898
24 (30 Stat. 750), ceded absolute title of all lands held
25 by the Republic of Hawai'i, including the govern-

1 ment and crown lands of the former Kingdom of
2 Hawai'i, to the United States, but mandated that
3 revenue generated from the lands be used 'solely for
4 the benefit of the inhabitants of the Hawaiian Is-
5 lands for educational and other public purposes'.

6 “(7) By 1919, the Native Hawaiian population
7 had declined from an estimated 1,000,000 in 1778
8 to an alarming 22,600, and in recognition of this se-
9 vere decline, Congress enacted the Hawaiian Homes
10 Commission Act, 1920 (42 Stat. 108), which des-
11 ignated approximately 200,000 acres of ceded public
12 lands for homesteading by Native Hawaiians.

13 “(8) Through the enactment of the Hawaiian
14 Homes Commission Act, 1920, Congress affirmed
15 the special relationship between the United States
16 and the Native Hawaiians, which was described by
17 then Secretary of the Interior Franklin K. Lane,
18 who said: ‘One thing that impressed me . . . was the
19 fact that the natives of the island who are our
20 wards, I should say, and for whom in a sense we are
21 trustees, are falling off rapidly in numbers and
22 many of them are in poverty.’.

23 “(9) In 1938, Congress again acknowledged the
24 unique status of the Hawaiian people by including in
25 the Act of June 20, 1938 (52 Stat. 781, chapter

1 530; 16 U.S.C. 391b, 391b-1, 392b, 392c, 396,
2 396a), a provision to lease lands within the National
3 Parks extension to Native Hawaiians and to permit
4 fishing in the area 'only by native Hawaiian resi-
5 dents of said area or of adjacent villages and by visi-
6 tors under their guidance.'

7 "(10) Under the Act entitled 'An Act to provide
8 for the admission of the State of Hawaii into the
9 Union', approved March 18, 1959 (73 Stat. 4), the
10 United States transferred responsibility for the ad-
11 ministration of the Hawaiian Home Lands to the
12 State of Hawai'i but reaffirmed the trust relation-
13 ship between the United States and the Hawaiian
14 people by retaining the exclusive power to enforce
15 the trust, including the power to approve land ex-
16 changes and amendments to such Act affecting the
17 rights of beneficiaries under such Act.

18 "(11) In 1959, under the Act entitled 'An Act
19 to provide for the admission of the State of Hawaii
20 into the Union', the United States also ceded to the
21 State of Hawai'i title to the public lands formerly
22 held by the United States, but mandated that such
23 lands be held by the State 'in public trust' and re-
24 affirmed the special relationship that existed be-
25 tween the United States and the Hawaiian people by

1 retaining the legal responsibility to enforce the pub-
2 lic trust responsibility of the State of Hawai‘i for
3 the betterment of the conditions of Native Hawai-
4 ians, as defined in section 201(a) of the Hawaiian
5 Homes Commission Act, 1920.

6 “(12) The United States has recognized and re-
7 affirmed that—

8 “(A) Native Hawaiians have a cultural,
9 historic, and land-based link to the indigenous
10 people who exercised sovereignty over the Ha-
11 waiian Islands, and that group has never relin-
12 quished its claims to sovereignty or its sov-
13 ereign lands;

14 “(B) Congress does not extend services to
15 Native Hawaiians because of their race, but be-
16 cause of their unique status as the indigenous
17 people of a once sovereign nation as to whom
18 the United States has established a trust rela-
19 tionship;

20 “(C) Congress has also delegated broad
21 authority to administer a portion of the Federal
22 trust responsibility to the State of Hawaii;

23 “(D) the political status of Native Hawai-
24 ians is comparable to that of American Indians
25 and Alaska Natives; and

1 “(E) the aboriginal, indigenous people of
2 the United States have—

3 “(i) a continuing right to autonomy in
4 their internal affairs; and

5 “(ii) an ongoing right of self-deter-
6 mination and self-governance that has
7 never been extinguished.

8 “(13) The political relationship between the
9 United States and the Native Hawaiian people has
10 been recognized and reaffirmed by the United
11 States, as evidenced by the inclusion of Native Ha-
12 waiians in—

13 “(A) the Native American Programs Act of
14 1974 (42 U.S.C. 2991 et seq.);

15 “(B) the American Indian Religious Free-
16 dom Act (42 U.S.C. 1996);

17 “(C) the National Museum of the Amer-
18 ican Indian Act (20 U.S.C. 80q et seq.);

19 “(D) the Native American Graves Protec-
20 tion and Repatriation Act (25 U.S.C. 3001 et
21 seq.);

22 “(E) the National Historic Preservation
23 Act (16 U.S.C. 470 et seq.);

24 “(F) the Native American Languages Act
25 (25 U.S.C. 2901 et seq.);

1 “(G) the American Indian, Alaska Native,
2 and Native Hawaiian Culture and Art Develop-
3 ment Act (20 U.S.C. 4401 et seq.);

4 “(H) the Job Training Partnership Act
5 (29 U.S.C. 1501 et seq.) and the Workforce In-
6 vestment Act of 1998 (29 U.S.C. 2801 et seq.);
7 and

8 “(I) the Older Americans Act of 1965 (42
9 U.S.C. 3001 et seq.).

10 “(14) In 1981, Congress instructed the Office
11 of Education to submit to Congress a comprehensive
12 report on Native Hawaiian education. The report,
13 entitled the ‘Native Hawaiian Educational Assess-
14 ment Project’, was released in 1983 and documented
15 that Native Hawaiians scored below parity with re-
16 gard to national norms on standardized achievement
17 tests, were disproportionately represented in many
18 negative social and physical statistics indicative of
19 special educational needs, and had educational needs
20 that were related to their unique cultural situation,
21 such as different learning styles and low self-image.

22 “(15) In recognition of the educational needs of
23 Native Hawaiians, in 1988, Congress enacted title
24 IV of the Augustus F. Hawkins-Robert T. Stafford
25 Elementary and Secondary School Improvement

1 Amendments of 1988 (102 Stat. 130) to authorize
2 and develop supplemental educational programs to
3 address the unique conditions of Native Hawaiians.

4 “(16) In 1993, the Kamehameha Schools
5 Bishop Estate released a 10-year update of findings
6 of the Native Hawaiian Educational Assessment
7 Project, which found that despite the successes of
8 the programs established under title IV of the Au-
9 gustus F. Hawkins-Robert T. Stafford Elementary
10 and Secondary School Improvement Amendments of
11 1988, many of the same educational needs still ex-
12 isted for Native Hawaiians. Subsequent reports by
13 the Kamehameha Schools Bishop Estate and other
14 organizations have generally confirmed those find-
15 ings. For example—

16 “(A) educational risk factors continue to
17 start even before birth for many Native Hawai-
18 ian children, including—

19 “(i) late or no prenatal care;

20 “(ii) high rates of births by Native
21 Hawaiian women who are unmarried; and

22 “(iii) high rates of births to teenage
23 parents;

24 “(B) Native Hawaiian students continue to
25 begin their school experience lagging behind

1 other students in terms of readiness factors
2 such as vocabulary test scores;

3 “(C) Native Hawaiian students continue to
4 score below national norms on standardized
5 education achievement tests at all grade levels;

6 “(D) both public and private schools con-
7 tinue to show a pattern of lower percentages of
8 Native Hawaiian students in the uppermost
9 achievement levels and in gifted and talented
10 programs;

11 “(E) Native Hawaiian students continue to
12 be overrepresented among students qualifying
13 for special education programs provided to stu-
14 dents with learning disabilities, mild mental re-
15 tardation, emotional impairment, and other
16 such disabilities;

17 “(F) Native Hawaiians continue to be
18 underrepresented in institutions of higher edu-
19 cation and among adults who have completed 4
20 or more years of college;

21 “(G) Native Hawaiians continue to be dis-
22 proportionately represented in many negative
23 social and physical statistics indicative of spe-
24 cial educational needs, as demonstrated by the
25 fact that—

1 “(i) Native Hawaiian students are
2 more likely to be retained in grade level
3 and to be excessively absent in secondary
4 school;

5 “(ii) Native Hawaiian students have
6 the highest rates of drug and alcohol use
7 in the State of Hawai‘i; and

8 “(iii) Native Hawaiian children con-
9 tinue to be disproportionately victimized by
10 child abuse and neglect; and

11 “(H) Native Hawaiians now comprise over
12 23 percent of the students served by the State
13 of Hawai‘i Department of Education, and there
14 are and will continue to be geographically rural,
15 isolated areas with a high Native Hawaiian
16 population density.

17 “(17) In the 1998 National Assessment of Edu-
18 cational Progress, Hawaiian fourth-graders ranked
19 39th among groups of students from 39 States in
20 reading. Given that Hawaiian students rank among
21 the lowest groups of students nationally in reading,
22 and that Native Hawaiian students rank the lowest
23 among Hawaiian students in reading, it is impera-
24 tive that greater focus be placed on beginning read-
25 ing and early education and literacy in Hawai‘i.

1 “(18) The findings described in paragraphs
2 (16) and (17) are inconsistent with the high rates of
3 literacy and integration of traditional culture and
4 Western education historically achieved by Native
5 Hawaiians through a Hawaiian language-based pub-
6 lic school system established in 1840 by Kameha-
7 meha III.

8 “(19) Following the overthrow of the Kingdom
9 of Hawai‘i in 1893, Hawaiian medium schools were
10 banned. After annexation, throughout the territorial
11 and statehood period of Hawai‘i, and until 1986, use
12 of the Hawaiian language as an instructional me-
13 dium in education in public schools was declared un-
14 lawful. The declaration caused incalculable harm to
15 a culture that placed a very high value on the power
16 of language, as exemplified in the traditional saying:
17 ‘I ka ‘ōlelo nō ke ola; I ka ‘ōlelo nō ka make. In the
18 language rests life; In the language rests death.’.

19 “(20) Despite the consequences of over 100
20 years of nonindigenous influence, the Native Hawai-
21 ian people are determined to preserve, develop, and
22 transmit to future generations their ancestral terri-
23 tory and their cultural identity in accordance with
24 their own spiritual and traditional beliefs, customs,
25 practices, language, and social institutions.

1 “(21) The State of Hawai‘i, in the constitution
2 and statutes of the State of Hawai‘i—

3 “(A) reaffirms and protects the unique
4 right of the Native Hawaiian people to practice
5 and perpetuate their culture and religious cus-
6 toms, beliefs, practices, and language; and

7 “(B) recognizes the traditional language of
8 the Native Hawaiian people as an official lan-
9 guage of the State of Hawai‘i, which may be
10 used as the language of instruction for all sub-
11 jects and grades in the public school system.

12 **“SEC. 9203. PURPOSES.**

13 “The purposes of this part are to—

14 “(1) authorize and develop innovative edu-
15 cational programs to assist Native Hawaiians in
16 reaching the National Education Goals;

17 “(2) provide direction and guidance to appro-
18 priate Federal, State, and local agencies to focus re-
19 sources, including resources made available under
20 this part, on Native Hawaiian education, and to pro-
21 vide periodic assessment and data collection;

22 “(3) supplement and expand programs and au-
23 thorities in the area of education to further the pur-
24 poses of this title; and

1 “(4) encourage the maximum participation of
 2 Native Hawaiians in planning and management of
 3 Native Hawaiian education programs.

4 **“SEC. 9204. NATIVE HAWAIIAN EDUCATION COUNCIL AND**
 5 **ISLAND COUNCILS.**

6 “(a) ESTABLISHMENT OF NATIVE HAWAIIAN EDU-
 7 CATION COUNCIL.—In order to better effectuate the pur-
 8 poses of this part through the coordination of educational
 9 and related services and programs available to Native Ha-
 10 waiians, including those programs receiving funding under
 11 this part, the Secretary is authorized to establish a Native
 12 Hawaiian Education Council (referred to in this part as
 13 the ‘Education Council’).

14 “(b) COMPOSITION OF EDUCATION COUNCIL.—The
 15 Education Council shall consist of not more than 21 mem-
 16 bers, unless otherwise determined by a majority of the
 17 council.

18 “(c) CONDITIONS AND TERMS.—

19 “(1) CONDITIONS.—At least 10 members of the
 20 Education Council shall be Native Hawaiian edu-
 21 cation service providers and 10 members of the Edu-
 22 cation Council shall be Native Hawaiians or Native
 23 Hawaiian education consumers. In addition, a rep-
 24 resentative of the State of Hawai‘i Office of Hawai-

1 ian Affairs shall serve as a member of the Education
2 Council.

3 “(2) APPOINTMENTS.—The members of the
4 Education Council shall be appointed by the Sec-
5 retary based on recommendations received from the
6 Native Hawaiian community.

7 “(3) TERMS.—Members of the Education
8 Council shall serve for staggered terms of 3 years,
9 except as provided in paragraph (4).

10 “(4) COUNCIL DETERMINATIONS.—Additional
11 conditions and terms relating to membership on the
12 Education Council, including term lengths and term
13 renewals, shall be determined by a majority of the
14 Education Council.

15 “(d) NATIVE HAWAIIAN EDUCATION COUNCIL
16 GRANT.—The Secretary shall make a direct grant to the
17 Education Council in order to enable the Education Coun-
18 cil to—

19 “(1) coordinate the educational and related
20 services and programs available to Native Hawai-
21 ians, including the programs assisted under this
22 part;

23 “(2) assess the extent to which such services
24 and programs meet the needs of Native Hawaiians,

1 and collect data on the status of Native Hawaiian
2 education;

3 “(3) provide direction and guidance, through
4 the issuance of reports and recommendations, to ap-
5 propriate Federal, State, and local agencies in order
6 to focus and improve the use of resources, including
7 resources made available under this part, relating to
8 Native Hawaiian education, and serve, where appro-
9 priate, in an advisory capacity; and

10 “(4) make direct grants, if such grants enable
11 the Education Council to carry out the duties of the
12 Education Council, as described in paragraphs (1)
13 through (3).

14 “(e) ADDITIONAL DUTIES OF THE EDUCATION
15 COUNCIL.—

16 “(1) IN GENERAL.—The Education Council
17 shall provide copies of any reports and recommenda-
18 tions issued by the Education Council, including any
19 information that the Education Council provides to
20 the Secretary pursuant to subsection (i), to the Sec-
21 retary, the Committee on Education and the Work-
22 force of the House of Representatives, and the Com-
23 mittee on Indian Affairs of the Senate.

1 “(2) ANNUAL REPORT.—The Education Council
2 shall prepare and submit to the Secretary an annual
3 report on the Education Council’s activities.

4 “(3) ISLAND COUNCIL SUPPORT AND ASSIST-
5 ANCE.—The Education Council shall provide such
6 administrative support and financial assistance to
7 the island councils established pursuant to sub-
8 section (f) as the Secretary determines to be appro-
9 priate, in a manner that supports the distinct needs
10 of each island council.

11 “(f) ESTABLISHMENT OF ISLAND COUNCILS.—

12 “(1) IN GENERAL.—In order to better effec-
13 tuate the purposes of this part and to ensure the
14 adequate representation of island and community in-
15 terests within the Education Council, the Secretary
16 is authorized to facilitate the establishment of Na-
17 tive Hawaiian education island councils (referred to
18 individually in this part as an ‘island council’) for
19 the following islands:

20 “(A) Hawai‘i.

21 “(B) Maui.

22 “(C) Moloka‘i.

23 “(D) Lana‘i.

24 “(E) O‘ahu.

25 “(F) Kaua‘i.

1 “(G) Ni‘ihau.

2 “(2) COMPOSITION OF ISLAND COUNCILS.—

3 Each island council shall consist of parents, stu-
4 dents, and other community members who have an
5 interest in the education of Native Hawaiians, and
6 shall be representative of individuals concerned with
7 the educational needs of all age groups, from chil-
8 dren in preschool through adults. At least $\frac{3}{4}$ of the
9 members of each island council shall be Native Ha-
10 waiians.

11 “(g) ADMINISTRATIVE PROVISIONS RELATING TO
12 EDUCATION COUNCIL AND ISLAND COUNCILS.—The Edu-
13 cation Council and each island council shall meet at the
14 call of the chairperson of the appropriate council, or upon
15 the request of the majority of the members of the appro-
16 priate council, but in any event not less often than 4 times
17 during each calendar year. The provisions of the Federal
18 Advisory Committee Act shall not apply to the Education
19 Council and each island council.

20 “(h) COMPENSATION.—Members of the Education
21 Council and each island council shall not receive any com-
22 pensation for service on the Education Council and each
23 island council, respectively.

24 “(i) REPORT.—Not later than 4 years after the date
25 of enactment of the Native Hawaiian Education Reauthor-

1 ization Act, the Secretary shall prepare and submit to the
 2 Committee on Education and the Workforce of the House
 3 of Representatives and the Committee on Indian Affairs
 4 of the Senate a report that summarizes the annual reports
 5 of the Education Council, describes the allocation and use
 6 of funds under this part, and contains recommendations
 7 for changes in Federal, State, and local policy to advance
 8 the purposes of this part.

9 “(j) AUTHORIZATION OF APPROPRIATIONS.—There
 10 are authorized to be appropriated to carry out this section
 11 \$300,000 for fiscal year 2001 and such sums as may be
 12 necessary for each of the 4 succeeding fiscal years. Funds
 13 appropriated under this subsection shall remain available
 14 until expended.

15 **“SEC. 9205. PROGRAM AUTHORIZED.**

16 “(a) GENERAL AUTHORITY.—

17 “(1) GRANTS AND CONTRACTS.—The Secretary
 18 is authorized to make direct grants to, or enter into
 19 contracts with—

20 “(A) Native Hawaiian educational organi-
 21 zations;

22 “(B) Native Hawaiian community-based
 23 organizations;

24 “(C) public and private nonprofit organiza-
 25 tions, agencies, and institutions with experience

1 in developing or operating Native Hawaiian
 2 programs or programs of instruction in the Na-
 3 tive Hawaiian language; and

4 “(D) consortia of the organizations, agen-
 5 cies, and institutions described in subpara-
 6 graphs (A) through (C),

7 to carry out programs that meet the purposes of this
 8 part.

9 “(2) PRIORITIES.—In awarding grants or con-
 10 tracts to carry out activities described in paragraph
 11 (3), the Secretary shall give priority to entities pro-
 12 posing projects that are designed to address—

13 “(A) beginning reading and literacy among
 14 students in kindergarten through third grade;

15 “(B) the needs of at-risk youth;

16 “(C) needs in fields or disciplines in which
 17 Native Hawaiians are underemployed; and

18 “(D) the use of the Hawaiian language in
 19 instruction.

20 “(3) PERMISSIBLE ACTIVITIES.—Activities pro-
 21 vided through programs carried out under this part
 22 may include—

23 “(A) the development and maintenance of
 24 a statewide Native Hawaiian early education
 25 and care system to provide a continuum of serv-

1 ices for Native Hawaiian children from the pre-
2 natal period of the children through age 5;

3 “(B) the operation of family-based edu-
4 cation centers that provide such services as—

5 “(i) programs for Native Hawaiian
6 parents and their infants from the prenatal
7 period of the infants through age 3;

8 “(ii) preschool programs for Native
9 Hawaiians; and

10 “(iii) research on, and development
11 and assessment of, family-based, early
12 childhood, and preschool programs for Na-
13 tive Hawaiians;

14 “(C) activities that enhance beginning
15 reading and literacy among Native Hawaiian
16 students in kindergarten through third grade;

17 “(D) activities to meet the special needs of
18 Native Hawaiian students with disabilities, in-
19 cluding—

20 “(i) the identification of such students
21 and their needs;

22 “(ii) the provision of support services
23 to the families of those students; and

1 “(iii) other activities consistent with
2 the requirements of the Individuals with
3 Disabilities Education Act;

4 “(E) activities that address the special
5 needs of Native Hawaiian students who are
6 gifted and talented, including—

7 “(i) educational, psychological, and
8 developmental activities designed to assist
9 in the educational progress of those stu-
10 dents; and

11 “(ii) activities that involve the parents
12 of those students in a manner designed to
13 assist in the students’ educational
14 progress;

15 “(F) the development of academic and vo-
16 cational curricula to address the needs of Na-
17 tive Hawaiian children and adults, including
18 curriculum materials in the Hawaiian language
19 and mathematics and science curricula that in-
20 corporate Native Hawaiian tradition and cul-
21 ture;

22 “(G) professional development activities for
23 educators, including—

24 “(i) the development of programs to
25 prepare prospective teachers to address the

1 unique needs of Native Hawaiian students
 2 within the context of Native Hawaiian cul-
 3 ture, language, and traditions;

4 “(ii) in-service programs to improve
 5 the ability of teachers who teach in schools
 6 with concentrations of Native Hawaiian
 7 students to meet those students’ unique
 8 needs; and

9 “(iii) the recruitment and preparation
 10 of Native Hawaiians, and other individuals
 11 who live in communities with a high con-
 12 centration of Native Hawaiians, to become
 13 teachers;

14 “(H) the operation of community-based
 15 learning centers that address the needs of Na-
 16 tive Hawaiian families and communities
 17 through the coordination of public and private
 18 programs and services, including—

19 “(i) preschool programs;

20 “(ii) after-school programs; and

21 “(iii) vocational and adult education
 22 programs;

23 “(I) activities to enable Native Hawaiians
 24 to enter and complete programs of postsecond-
 25 ary education, including—

- 1 “(i) provision of full or partial schol-
2 arships for undergraduate or graduate
3 study that are awarded to students based
4 on their academic promise and financial
5 need, with a priority, at the graduate level,
6 given to students entering professions in
7 which Native Hawaiians are underrep-
8 resented;
- 9 “(ii) family literacy services;
- 10 “(iii) counseling and support services
11 for students receiving scholarship assist-
12 ance;
- 13 “(iv) counseling and guidance for Na-
14 tive Hawaiian secondary students who have
15 the potential to receive scholarships; and
- 16 “(v) faculty development activities de-
17 signed to promote the matriculation of Na-
18 tive Hawaiian students;
- 19 “(J) research and data collection activities
20 to determine the educational status and needs
21 of Native Hawaiian children and adults;
- 22 “(K) other research and evaluation activi-
23 ties related to programs carried out under this
24 part; and

1 “(L) other activities, consistent with the
2 purposes of this part, to meet the educational
3 needs of Native Hawaiian children and adults.

4 “(4) SPECIAL RULE AND CONDITIONS.—

5 “(A) INSTITUTIONS OUTSIDE HAWAII.—

6 The Secretary shall not establish a policy under
7 this section that prevents a Native Hawaiian
8 student enrolled at a 2- or 4-year degree grant-
9 ing institution of higher education outside of
10 the State of Hawai‘i from receiving a fellowship
11 pursuant to paragraph (3)(I).

12 “(B) FELLOWSHIP CONDITIONS.—The
13 Secretary shall establish conditions for receipt
14 of a fellowship awarded under paragraph (3)(I).
15 The conditions shall require that an individual
16 seeking such a fellowship enter into a contract
17 to provide professional services, either during
18 the fellowship period or upon completion of a
19 program of postsecondary education, to the Na-
20 tive Hawaiian community.

21 “(b) ADMINISTRATIVE COSTS.—Not more than 5
22 percent of funds provided to a grant recipient under this
23 section for any fiscal year may be used for administrative
24 purposes.

1 “(c) AUTHORIZATION OF APPROPRIATIONS.—There
 2 are authorized to be appropriated to carry out this section
 3 \$20,000,000 for fiscal year 2001 and such sums as may
 4 be necessary for each of the 4 succeeding fiscal years.

5 **“SEC. 9206. ADMINISTRATIVE PROVISIONS.**

6 “(a) APPLICATION REQUIRED.—No grant may be
 7 made under this part, and no contract may be entered into
 8 under this part, unless the entity seeking the grant or con-
 9 tract submits an application to the Secretary at such time,
 10 in such manner, and containing such information as the
 11 Secretary may determine to be necessary to carry out the
 12 provisions of this part.

13 “(b) SPECIAL RULE.—Each applicant for a grant or
 14 contract under this part shall submit the application for
 15 comment to the local educational agency serving students
 16 who will participate in the program to be carried out under
 17 the grant or contract, and include those comments, if any,
 18 with the application to the Secretary.

19 **“SEC. 9207. DEFINITIONS.**

20 “In this part:

21 “(1) NATIVE HAWAIIAN.—The term ‘Native
 22 Hawaiian’ means any individual who is—

23 “(A) a citizen of the United States; and

24 “(B) a descendant of the aboriginal people
 25 who, prior to 1778, occupied and exercised sov-

1 ereignty in the area that now comprises the
2 State of Hawai‘i, as evidenced by—

3 “(i) genealogical records;

4 “(ii) Kupuna (elders) or Kama‘aina
5 (long-term community residents) verifica-
6 tion; or

7 “(iii) certified birth records.

8 “(2) NATIVE HAWAIIAN COMMUNITY-BASED OR-
9 GANIZATION.—The term ‘Native Hawaiian commu-
10 nity-based organization’ means any organization
11 that is composed primarily of Native Hawaiians
12 from a specific community and that assists in the
13 social, cultural, and educational development of Na-
14 tive Hawaiians in that community.

15 “(3) NATIVE HAWAIIAN EDUCATIONAL ORGANI-
16 ZATION.—The term ‘Native Hawaiian educational
17 organization’ means a private nonprofit organization
18 that—

19 “(A) serves the interests of Native Hawai-
20 ians;

21 “(B) has Native Hawaiians in substantive
22 and policymaking positions within the organiza-
23 tion;

1 “(C) incorporates Native Hawaiian per-
 2 spective, values, language, culture, and tradi-
 3 tions into the core function of the organization;

4 “(D) has demonstrated expertise in the
 5 education of Native Hawaiian youth; and

6 “(E) has demonstrated expertise in re-
 7 search and program development.

8 “(4) NATIVE HAWAIIAN LANGUAGE.—The term
 9 ‘Native Hawaiian language’ means the single Native
 10 American language indigenous to the original inhab-
 11 itants of the State of Hawai‘i.

12 “(5) NATIVE HAWAIIAN ORGANIZATION.—The
 13 term ‘Native Hawaiian organization’ means a pri-
 14 vate nonprofit organization that—

15 “(A) serves the interests of Native Hawai-
 16 ians;

17 “(B) has Native Hawaiians in substantive
 18 and policymaking positions within the organiza-
 19 tions; and

20 “(C) is recognized by the Governor of
 21 Hawai‘i for the purpose of planning, conduct-
 22 ing, or administering programs (or portions of
 23 programs) for the benefit of Native Hawaiians.

24 “(6) OFFICE OF HAWAIIAN AFFAIRS.—The
 25 term ‘Office of Hawaiian Affairs’ means the office of

1 Hawaiian Affairs established by the Constitution of
2 the State of Hawai'i.”.

3 **SEC. 3. CONFORMING AMENDMENTS.**

4 (a) HIGHER EDUCATION ACT OF 1965.—Section
5 317(b)(3) of the Higher Education Act of 1965 (20
6 U.S.C. 1059d(b)(3)) is amended by striking “section
7 9212” and inserting “section 9207”.

8 (b) PUBLIC LAW 88-210.—Section 116 of Public
9 Law 88-210 (as added by section 1 of Public Law 105-
10 332 (112 Stat. 3076)) is amended by striking “section
11 9212 of the Native Hawaiian Education Act (20 U.S.C.
12 7912)” and inserting “section 9207 of the Native Hawai-
13 ian Education Act”.

14 (c) MUSEUM AND LIBRARY SERVICES ACT.—Section
15 261 of the Museum and Library Services Act (20 U.S.C.
16 9161) is amended by striking “section 9212 of the Native
17 Hawaiian Education Act (20 U.S.C. 7912)” and inserting
18 “section 9207 of the Native Hawaiian Education Act”.

19 (d) NATIVE AMERICAN LANGUAGES ACT.—Section
20 103(3) of the Native American Languages Act (25 U.S.C.
21 2902(3)) is amended by striking “section 9212(1) of the
22 Elementary and Secondary Education Act of 1965 (20
23 U.S.C. 7912(1))” and inserting “section 9207 of the Ele-
24 mentary and Secondary Education Act of 1965”.

1 (e) WORKFORCE INVESTMENT ACT OF 1998.—Sec-
2 tion 166(b)(3) of the Workforce Investment Act of 1998
3 (29 U.S.C. 2911(b)(3)) is amended by striking “para-
4 graphs (1) and (3), respectively, of section 9212 of the
5 Native Hawaiian Education Act (20 U.S.C. 7912)” and
6 inserting “section 9207 of the Native Hawaiian Education
7 Act”.

8 (f) ASSETS FOR INDEPENDENCE ACT.—Section
9 404(11) of the Assets for Independence Act (42 U.S.C.
10 604 note) is amended by striking “section 9212 of the Na-
11 tive Hawaiian Education Act (20 U.S.C. 7912)” and in-
12 sserting “section 9207 of the Native Hawaiian Education
13 Act”.

○

The CHAIRMAN. Because we have so many witnesses and only 2 hours for all the testimony, we will not be asking any questions of the witnesses. So that we can be sure that all witnesses will have an opportunity to present their testimony before the hearing is adjourned, we ask that each witness limit their testimony to no more than 5 minutes. If necessary, we will signal you when the time has expired.

However, we want to assure every witness that their written testimony will be included in the record in full. So rather than read your testimony, it would be helpful if you would summarize the major points you wish to emphasize.

And now may I call upon the favorite son of Hawaii, U.S. Senator, Daniel Akaka.

[Applause.]

STATEMENT OF HON. DANIEL K. AKAKA, U.S. SENATOR FROM HAWAII

Senator AKAKA. Aloha, Senator Inouye.

I want to add my welcome to all of you here, and welcome to all the witnesses who testify this morning. I want to thank the chairman for holding these hearings on S. 1767, known as the Native Hawaiian Education Reauthorization Act.

I am looking forward to hearing from the community on Native Hawaiian education. This is more than a piece of legislation. It's another step, another step forward for Native Hawaiians. What has proven most valuable about this measure is that it encourages maximum participation, the maximum participation of Native Hawaiians in the planning and management of Native Hawaiian education programs.

With this in mind, I look forward to hearing from each of you who have come to provide testimony on this important issue today. Thank you, Mr. Chairman.

[Applause.]

Senator INOUE. Thank you, Senator Akaka.

And now I will call upon a very special voice in the House of Representatives of the U.S. Congress, Representative Patsy Mink.

[Applause.]

STATEMENT OF HON. PATSY T. MINK, U.S. REPRESENTATIVE FROM HAWAII

Mrs. MINK. Thank you very much, Senator Inouye, Senator Akaka. It's a high honor to be here as a guest of the Senate. These are Senate hearings, and I appreciate the courtesy extended to me as a member of the House, the lower body, to come and benefit from the testimony that you have prepared for the U.S. Senate.

I can't emphasize enough the importance of these hearings, and of the testimony that you are about to present. So I want to especially acknowledge the effort that you've put into preparing your words for the Senate of the United States. You must understand that the House of Representatives met on this issue already this fall and killed the Native Hawaiian Education program.

So this is not simply an exercise of little consequence. It's an exercise of enormous importance, that the words and concepts and ideas that you are bringing forth be sent to the Congress of the

United States. The Republicans attacked the program in my committee and in a straight party line vote. All Republicans voted to kill the program. All Democrats voted to save it.

We are therefore at a situation where we have to rely totally on the wisdom and the power and the influence of our two Hawaiian Senators. Senator Inouye especially in his key position as the vice chairman of the Committee on Indian Affairs, which has jurisdiction over this matter.

I say this to try to emphasize again the importance of these hearings, the words that you are about to convey are going to be transmitted to the entire Congress, both the House and the Senate. And based upon what you have to say today, I'm certain that the Senate will be taking great heed. And in the end, my hope and my prayer is that this program will be reauthorized. Thank you very much.

[Applause.]

Senator INOUE. Thank you.

Before I call upon the first witness, I would like to introduce all of you to the staff people. To my left, members of the Senate Indian Affairs Committee legal staff, Janet Erickson and Jenny Chock. And next to me is Dr. Patricia Zell, who is the staff director and the chief counsel. To my right is Joan Noa Kolebe of Senator Akaka's staff and Joan Manke of Representative Mink's staff. And Jennifer Sabas of my staff.

[Applause.]

Senator INOUE. Now it is my great privilege to call upon your representative in the Office of Hawaiian Affairs, Collette Machado.

STATEMENT OF COLLETTE MACHADO, TRUSTEE, OFFICE OF HAWAIIAN AFFAIRS

Ms. MACHADO. Aloha, everyone, and our distinguished guests. I know I have just a moment or two, but I wanted to especially thank Moke Kim, who sits on my right, for organizing the series of panels that will be coming after this. In addition, Moke kindly asked me to participate as a member of this panel. Although I believe the Trustees have not taken an official position on the reauthorization, however, the role it has played within our agency has been tremendous.

We have vast programs that extend into education and higher education. We also participate with schools as the trustees in supporting trust funds to provide scholarships for our young children that are coming out of high school.

We have a whole division that supports our language immersion, that provides alternative education funds in the schools. But without Federal support, OHA cannot do its job alone. And I'm honored to be sitting on this same panel with distinguished individuals from my island, Steven Petro, who is a principal and is someone that has been very instrumental in our community and I'm very proud to say he has been our principal at Kilohana School for many, many years. And I can't imagine at the time of his retirement what we will be facing in our community.

Next to him is our community college representative, Donna Paoa. As you know, we have a beautiful facility to facilitate higher education programs. We're very proud of the facility, through the Board of Regents approval and the efforts that Donna has done for

steadfast higher education in our island, and the Molokai Learning Center.

Next to Donna is Nani Ogaha. She's with Kamehameha Schools. At one point, Nani worked for Kamehameha schools. So some of this intertwines. But in her role working with family-based education and the program that she supports here, and her experience, she's been able to make tremendous strides in working with the families, with the parents and with education.

Next to Nani is our kupuna, Edna Cathcart, from Kilohana. She also doubles as Mr. Petro's kupuna in schools, and is a very strong advocate for justice and rights for all Hawaiians. Through her efforts in the kupuna program, she has been a tremendous leader working in the kupuna group on Molokai with the educational council.

It is these kinds of individuals that give the kind of hopeful efforts for the future for all children of all races. This is not about education for Native Hawaiians. It's about education for all of our children, in our schools, in our communities and in our families.

I can understand how difficult it is for Representative Mink to go to battle for these programs when we are such a small island in comparison to Federal Washington, DC. I have had fortunate experience in traveling to Washington, DC and the tremendous work that goes on in raising this hard issue. Even something as simple as education, some people feel that Native Hawaiians have had more than their share. We must continue to encourage all of our young people to look forward to what their contributions can be in education.

I am a living testimony of someone that did not graduate from high school. I completed the ninth grade at the mere age of 15, entered the Job Corps program in Oregon, then came back to Hawaii. And all I anticipated was I would end up on welfare, not become a contributing citizen. However, in 1970, I joined a program at the University of Hawaii, and I graduated in 4½ years with honors. I told everyone that because I came from poor beginnings, because my family did not understand how important education was, that for someone like myself that had desire and drive, all things are possible.

Today I am living proof of someone that has succeeded in promoting goals as a Hawaiian leader and as someone that truly leads in the efforts of education to open doors. And the awareness of who you are can be attached to self-esteem. When you look toward the future, it can make a big difference.

So I believe in this effort and encourage all of you that have come prepared, let us not forget the simplest approach. We must look forward to those generations that are unborn yet. They, too, can have an education. My mahalo goes to Representative Mink, Senator Akaka and to Senator Inouye for all their efforts. We must continue to support all the work that they have done. It is immeasurable, the value of the Federal support. And that type of matching funds that will provide the kind of efforts we need to make us all fellow Americans and to make us all Native Hawaiians in our own community.

I'm proud to be of this island. Sometimes living in a small island, it's like a fishbowl. Everybody knows everything. But with that

comes the joy of the successes and the joy of its much accomplishments. We ask that the testimony that comes forth will be presented in that fashion and that our representatives and our Senators will go home full of the work, of the fine work that has been done by all of these individuals in these language programs and in the Department of Education system programs.

Mahalo.

Senator INOUE. I thank you very much, Trustee Machado, for your remarks.

I'd like to officially introduce the first panel. The beloved kupuna of Molokai, Edna Cathcart. Moke Kim, Native Hawaiian Education Council, Molokai. Steven Petro, the principal of Kilohana School. Donna Haytko-Paoa, Molokai Education Center. Nani Kawaa, Pulama I Na Keiki Na Pua No'ea. Welcome to all of you, and may I now call upon Kupuna Cathcart.

STATEMENT OF EDNA CATHCART, KUPUNA OF MOLOKAI, HAWAII

Ms. CATHCART. Aloha to our Congressional members, Senator Inouye, Senator Akaka, and Representative Mink. Thank you for taking the time in your busy schedule to come to our island to connect with us personally and to hear our voices and listen to our concerns. I am very thankful for this opportunity to testify on behalf of the Native Hawaiian Education Council, to request reauthorization of the Native Hawaiian Education Act.

I am a Native Hawaiian, a kupuna, interested in the education of Native Hawaiians and in particular, concerned with preserving the native language, values, history and culture of Hawaii through instruction. The Hawaiian Studies Program, State of Hawaii Department of Education, offers me an opportunity to be directly involved in these concerns, and encourage all students, all students, to achieve high standards in school and in life, to become productive, contributing members of society. I, without question, support the reauthorization of the Native Hawaiian Education Act.

The context in which the program exists has changed. Since the program began in the Department of Education in 1980, and as it moves into the next millennium, priorities in education have changed, as have expectations within the Hawaiian community for our children and the preservation of things Hawaiian. There are some who do not see the importance of knowing and understanding the Hawaiian culture, because it is foreign to them, and they do not know nor have they experienced the Hawaiian ways. Therefore, they want to eliminate the program in the elementary schools altogether.

This is very reminiscent of the ratifications that followed the termination of the use of the Hawaiian language and culture. It is to me the same lack of understanding and influx of their efforts that have been confused our youth with dual standards, that which is western and that which is within them. All of our children should have an opportunity to learn and to understand where the people found their origin as well as their future that lies ahead.

Understanding the uniqueness of Hawaii and its language and culture allows us to knit with the rural community. I believe the kupuna has an important role in the Hawaiian studies program.

They are education for living which we have done in the Hawaiian environment. They are a link to the past, having grown up in the households of their own kupuna, learning to speak the language and taking part in the kinds of Hawaiian practices that, if not for them, would be forgotten.

The kupuna are now a resource for others. Therefore, they are called upon to speak and teach about things Hawaiian. However, realistically, because of the change in priorities, the kupuna is often left to struggle with the powers that be regarding the importance of their role in the education system. Also, the Hawaiian studies program is often the first to suffer cutbacks in the budget, because, I think, a lack of understanding makes it less than important.

The threat of extinction of the program hangs over like a dead cloud. Death to the opportunity of our children to learn about their unique origins and history, to learn about islands and ocean that surrounds them, to learn about being connected to the island and living in harmony with all that surrounds us. The kupuna is left to manage teaching with a minimal budget that impacts quality instruction. I would like to see that changed. I would like to see the kupuna and Hawaiian studies treated as equal to reading, writing and arithmetic, and that moneys be made available to be able to offer quality instruction. More time and funds are needed to accomplish goals set for the future in order to see results that will hopefully improve the quality of life for our Hawaiian community and in turn, the opportunity to be self-reliant.

In closing, I would like to share a lesson I used in my class on the Hawaiian spirit. This is taken from another kupuna. The aloha spirit is a coordination of mind and hearts. It's within the individual. It branches out to where you must extend and evoke good feelings to others. And here is her translation of the word aloha. A stands for the Hawaiian word meaning kindness to be expressed with others. L stands for lokahai, Hawaiian meaning unity to be expressed with harmony. O stands for the Hawaiian word meaning to be expressed with happiness. H stands for the Hawaiian word meaning the ability to be expressed in modesty. A standards for the Hawaiian word meaning patience, to be expressed in perseverance

These are the things we carry today, in the work and philosophy of our ancestors. Mahalo.

[Applause.]

[Prepared statement of Ms. Cathcart appears in appendix.]

Senator INOUE. Thank you very much.

And now we call upon Moke Kim.

STATEMENT OF MOKE KIM, NATIVE HAWAIIAN EDUCATION COUNCIL, MOLOKAI, HI

Mr. KIM. [Remarks given in native tongue.] Aloha. The Native Hawaiian Education Council of Molokai is called the Aha Hookumu. On behalf of the council and our island, I, too, extend a hearty welcome to you all. We thank you for your aloha, your kokua, on behalf of our island and State. We are most grateful for the opportunity to be able to participate in this hearing and to ad-

dress some of the educational concerns of our island community. Please continue the great work.

Because of Molokai's insular and rural Native Hawaiian community, which continues to be measurably disproportionate in social and physical entities that affect our educational aspiration, the Native Hawaiian Act has played a very important role in our council's effort to carry out the purposes and to address the educational needs that continue to exist. Over the last 2 years, we have strived to work in conjunction with many educational programs and related services, including those agencies who are receiving direct funding from the act.

Our island council is composed of 50 members and continues to encourage maximum participation by everyone who shares the energies on Hawaiian education. Because we are a densely insular community of Native Hawaiian, 43, or 86 percent of our council, are Native Hawaiian. This exceeds the act's requirement of 75 percent and ensures the representation of community interests on all levels: Elders, parents and youth of all ages, who are concerned with the unique educational needs that exist for Native Hawaiians from preschool through adulthood.

It is due to this mandate of the act that we have become very involved in the issues, the needs and activities that relate to Hawaiian education on Molokai and throughout the State. As a result, the council has assisted in providing and guiding appropriate community interest groups to focus on any available resources that exist with their educational effort. However, without reauthorization, these efforts would tremendously diminish.

Many educational programs have been impacted, as we all know, by the economic downturn within our States. The act itself has allowed for special programs like the Center for Gifted and Talented Children to continue by supplementing and expanding its activities in collaboration with community groups and individuals. My own educational endeavor has benefited from such a relationship.

Molokai, too, has benefited, as a satellite site for the Na Pua Noeau, which was opened in 1997. Two years, however, is insufficient to be able to assess the impact on our community.

We are involved in many other innovative educational activities and programs; 24 of the 89 residents that attended the World Indigenous Peoples' Conference on Education [WIPCE] in August, were members of our council. From there, they brought back many of the ideas in the format that was integrated there, and we hope to incorporate it in our own Molokai Native Hawaiian Education Fair, scheduled in October 2000.

We are in coordination and collaborative effort to extend to all of our kupuna, many of whom are members of our council, to attend workshops, training sessions and conferences on other islands, and thereby be able to return home to share, teach and demonstrate this new knowledge, these enhanced skills and the stories for their families, local schools, community groups and/or individuals.

The council has arranged for and coordinated site visitation to off-island our educational centers, hoping to bring back the best practices which to assimilate into our own community based learning centers. We recently were able to address the need for our stu-

dents to get involved in higher ed, and help prepare for a college education. We encourage participation in higher education, and in participating in other Native Hawaiian agencies or whatever might be available. Qualifying for Federal assistance, however, is hindered by the historical and cultural risk factors. We pray these figures can dramatically be increased and thereby allow more of ours to go.

In closing, I would just like to say, the Native Hawaiian acknowledges the importance of education, especially in this modern age, just as our ancestors did 1,500 years ago. They recognized the fact that it cannot be obtained in 2 or 3 years or a dozen or more years. Established education is a generation responsibility, measured by the achievements and accomplishments of each succeeding family member.

Therefore, the Native Hawaiian Education Act may not be considered as successful based on several years of activities and programs. It has impacted only the edge of the educational deficiency of an indigenous people on an insulated, rural island. If anything, the act has pointed the Native Hawaiian in the right direction. But a reauthorized act will reduce the generational gap and prove its positive work in the next millennium.

God bless each of you, mahalo a nui loa.

[Applause.]

[Prepared statement of Mr. Kim appears in appendix.]

Senator INOUE. Thank you very much.

And now may I call upon Principal Petro.

**STATEMENT OF STEVEN PETRO, PRINCIPAL, KILOHANA
SCHOOL, MOLOKAI, HI**

Mr. PETRO. Thank you. Senator Inouye, Senator Akaka, Representative Mink, I too would like to welcome you to Molokai, and thank you for the opportunity to testify before you. We really appreciate this opportunity and I'm happy to be able to give testimony.

I am in complete support of S. 1767, the Reauthorization of the Native Hawaiian Education Act. As principal of an elementary school on Molokai, which has a student population of over 80 percent Hawaiian or part-Hawaiian children, I feel that this act would positively supplement existing educational programs at our school, as well as other public schools in our district and the State. By expanding the curriculum, we can provide a variety of enriching learning opportunities for Hawaiian students as well as our parents and community members.

Recently, and recently, I mean, in August 1999, Kilohana School opened a learning center that is open to the public from 1 p.m. to 6:30 p.m. on Mondays–Thursdays. The school's computer lab and the library are now available to community members, high school students, parents and elementary age students. The learning center is fully staffed and offers more assistance, computer classes, skill building, enrichment lessons, help with research projects on the internet, improving literacy and a host of other enriching learning experiences.

In the rural community, where over 87 percent of our students qualify for the free and reduced price lunches, most of our families

cannot afford a home computer and do not have access to technology. The learning center provides the facility, the equipment and instruction that would not otherwise be available to our families.

I might add here, our learning center as it's working right now beyond our expectations for the families participating and the students participating. And there is a tremendous opportunity for our students and members of our community to upgrade their skills, which we want to do.

S. 1767, the Reauthorization of the Native Hawaiian Education Act, will help us fund programs such as the Learning Center and similar family-based education programs in our district and around the State. My staff and I completely and fully support this bill.

Thank you very much.

[Applause.]

Senator INOUE. Thank you very much, Principal Petro. We will do our best to see that the Learning Center Program continues.

And now may I call upon Donna Haytko-Paoa.

STATEMENT OF DONNA HAYTKO-PAOA, MOLOKAI EDUCATION CENTER, MOLOKAI, HI

Ms. HAYTKO-PAOA. Aloha, thank you very much.

Honorable Senator Inouye, Honorable Senator Akaka, and Honorable Representative Mink, thank you so much for coming to our island to discuss the reauthorization of the Native Hawaiian Education Act. As the community college coordinator on Molokai, I am deeply involved in all aspects of education. At this point, I'd like to just acknowledge the decades and decades of educational support that Representative Mink has given over the years, and her service.

And also acknowledge the last time that I spoke to you, Senator Akaka, I think was 1991, on a rainy night up at Kualapuu Cafeteria. And I mentioned that we did not have a community college facility on this island. And lo and behold, a letter from his office ended up at our chancellor's office in Honolulu. And it's now 1999, but we do have that facility. So every little bit of help is appreciated.

And also I would like to acknowledge Senator Inouye, especially, and thank him for his support and recognition of the role that community colleges play in rural economic development and in education for our island. Thank you very much.

Again, my role on this island is all about education. As the community college coordinator, I schedule college credit classes for those who wish to earn associate, bachelor's and masters degrees right here on Molokai. I help to facilitate the delivery of short-term, non-credit courses to enhance work force readiness and development. I strive to create acceptable physical facilities so that learning environments can be conducive to student learning. I try to understand individual and community needs and provide learning styles in communities to meet those needs.

As a community college associate professor, I work daily with a population of 250 college students, of which over 70 percent are part Hawaiian ancestry. And I teach courses in political science and social problems. In one of my classes recently, the students

learned the actual value of education in starkly bold terms. The earning potential for those with less than a high school education was then compared with those earning a high school education, earning a 2-year degree, 4-year degree, a masters degree and so on.

What quickly became apparent to my students was the importance of meeting their individual educational goals, so that each of them could achieve their highest aspiration and their highest earning potential could be reached. To accomplish those goals, the Native Hawaiian Education Act and others like it are uniquely appropriate, as they enhance programs which already exist and are proven to be effective.

From this standpoint, I would like to offer my support for continued funding and reauthorization of the Native Hawaiian Education Act. I was privileged to be a part of the Native Hawaiian Education Island Council on Molokai in its earliest planning stages, where the vision and mission were being developed. Our island's educational resources were identified, and our needs and deficiencies were also shown so that we could create programs to support and meet those needs.

That I am able to be here today is directly a result of having Native Hawaiian education funding of positions like Na Pua Noeau and Pookela as they do registration back at the office and I'm able to leave, due to our short staff. I know that our Native Hawaiian population is composed of outstanding learners, especially when a variety of learning models, such as hands-on practical applications, service learning and alternative education settings and programs such as the kupuna program are incorporated into their education.

I also recognize the importance of supplemental programs which allow students to reach their potential and to be so much more than they ever imagined. I encourage you to continue your support of the Native Hawaiian Education Act as it is vital to the overall educational productivity of our island people.

Mahalo.

[Applause.]

[Prepared statement of Ms. Haytko-Paoa appears in appendix.]

Senator INOUE. Thank you. And now we will call upon Nani Kawaa.

**STATEMENT OF NANI KAWAA, DISTRICT COORDINATOR,
MOLOKAI OF THE PULAMA I NA KEIKI PROGRAM**

Ms. KAWAA. Thank you, Senator Inouye, Senator Akaka, and Representative Mink, for being here, and for your efforts in Congress and advocating not only for the Native Hawaiian programs, but also for programs that benefit the State. Thank you for doing that.

I am the district coordinator for Maui and Molokai of the Pulama I Na Keiki program, or cherish the children project with Alu Like, Inc. This is one of the projects that is funded by the family-based educational centers section of the Native Hawaiian Education Act. These services are provided in a culturally relevant manner by community-based parent educators through home visits, workshops and parent group activities. The primary means of program delivery is one on one visits.

We know that the first 5 years of a child's life is important and lasts forever, and that the chance of a child being successful occurs before the child is born. The window of opportunity for learning actually begins in the prenatal period. This is the time where the parents have a direct effect in the formation of a child's brain developing. The way that a mother feels, her habits and her environment affects the developing fetus.

What happens to the child in the early weeks of development actually changes the physical structure of the brain. Early brain activity results in an explosion of learning that occurs after the child is born. If the child is deprived of a stimulating learning environment, the brain of a child suffers. We know that a positive and stimulating environment that's provided by the child's first teachers, the parents, has been shown to reduce child abuse and neglect, reduce reliance on welfare assistance, reduce the need of special education services, and prevent the child from committing later crimes.

Our program has one site located in Kaunakakai, and is currently servicing 40 families. The program came to Molokai in 1992, and in 1997 we came under the Alu Like auspices. Only now we are beginning to see the results of the program. We know that Molokai has a high poverty rate, a high risk for poor health, family dysfunction and low academic achievement. We know that here in Molokai that the large number of births, almost 40 percent have medical risks, and the mothers don't get adequate prenatal care. We are noticing, based on the statistics of our women's health center, that the women who are now giving birth are no longer the women in their forties, the trend is now the younger population. And so we're talking about educating and impacting the next generation.

Our program is one of two programs on Molokai that provides prenatal education, other than the women's health center. One of the things that we do is we go into the high school to reach the teen parents, Because we know that this is the generation that's having the babies. We work with the agencies in the community when we know that there have been instances of child abuse and neglect. When we notice these things with our families, we make referrals to other appropriate community programs who can address these problems to avoid duplication and to maximize the services on island.

Now how we are impacting low educational achievement. Funding has allowed us the opportunity to have a staff vehicle, which we do outreach to people who cannot come into town. We are also able to offer renting a bus for excursions. Since there's no public transportation on the island, in some cases, this is a child's very first experience and opportunity to ride on a bus. Also, we can transport our teen moms, to and from our educational activities.

Regarding the preschools for our children, we have only five on our island. One is going to close shortly. There's a gap of educational services for our 2 and 3 year olds. Because we are able to service a mother from prenatal, we can fill in some of the gap that exists for the 2 and 3 year olds. Also when you look at the percentage of adults that have high literacy needs on the island. [and high literacy needs is defined as someone who cannot read above eighth

grade level] Molokai ranked third in 1988 and 1989. We know from recent brain research that the most opportune time for learning language is before the age of 3.

One of the teachers here on island noticed that when she did the Peabody picture vocabulary testing with our children on Molokai, they were well below national average. We know that language is also an indicator of success in school.

We have 20 percent of our population that are 18 plus does not have a high school diploma. Almost 90 percent of the teen parents that we work with has been able to graduate from high school.

Early experiences has helped to determine not only brain structure, but the way that people thinks, feels and behave for the rest of their life. We know that the work that we do is an opportunity to show results. Continuing funding for a program is like a plant that is beginning to root. When given a little more nourishment and time for its root to be stronger, the plant will not require as much care as it first did, and will be able to sustain life on its own. That's why we advocate so strongly the reauthorization of the Native Hawaiian Education Act.

Thank you for being here and for allowing me to give my testimony.

[Applause.]

[Prepared statement of Ms. Kawaa appears in appendix.]

Senator INOUE. Thank you very much.

May I now call upon our second panel. We have Opu'ulani Alboni, Punana Leo O Moloka'i; Jay R. Kaawa, past recipient of a Native Hawaiian Higher Education Scholarship; Manuwai Peters, Kula Kaiapuni o Moloka'i; Anita Arce, Ho'oponopono Program, Alu Like; Wade Lee, Hui o Mo'omomi.

Is Wade Lee here?

AUDIENCE SPEAKER. He's on the big island today.

Senator INOUE. May I call upon Opu'ulani Alboni.

STATEMENT OF OPU'ULANI ALBONI, PUNANA LEO O MOLOKA'I, MOLOKAI, HI

Ms. ALBONI. Mahalo, Senator Inouye, Senator Akaka, Representative Mink. We are very grateful on behalf of Punana Leo o Moloka'i and would like to thank you for supporting us all these years, and for coming to visit us at our school. We thank you for all the efforts that you've made on behalf of us in beginning this very first kind of school here on Molokai. I'm a product of the one who taught the language to me. I was fortunate to have been raised in the culture. And so I feel responsible to them and to my community to be able to continue this work that was shared so generously with me.

I am [remarks in native tongue] so it is imperative that I come before you at this time to address the Native Hawaiian Education Act. I am in full support of this funding continuing to cover us here in Molokai. And I, along with those who spoke before me, am very grateful for this funding coming to Molokai and affecting us the way it has.

Before the school began here in Molokai, on March 1, 1991, there was just a handful of kupuna who had the language as well as the culture intact, and they are fast dwindling. So when I was ap-

proached at that time, I was very hesitant, because there are no resources here on Molokai to look to. But we knew, my sister and I were the younger language speakers outside of the home at the time. We knew it was an important work to continue.

So on March 1, 1991, when the program began, it was the beginning of the revitalization and restoration of the language and culture of our native people. At that time, there were fewer than nine native speakers in Molokai. Unlike other Hawaiian islands, we here in Molokai have a lifestyle unlike other parts of Hawaii. We still live very much like our ancestors of old and maintain the old ways. However, there are very few language speakers left on Molokai who teach the language in its fluency. I am one of those fortunate to have had the language taught to me by my ancestors before I was asked to work as a teacher.

Not many people from other islands move to Molokai. Since that time in March 1991, we were able to go from a handful of speakers to 100 or more speakers of the language. The funds that have come to us from the Native Hawaiian Education Act have helped us to preserve our original language, has been instrumental in helping families become more educated in their roles as parents and leaders in their community.

The program has had far-reaching effects on the education of children from preschool to college. Our community has become involved in the restoration of our culture through the program. The preschool and other workers have become valuable assets of the Molokai community to draw from. The provision of funds from the Native Hawaiian Education Act has had far-reaching effects here on the people of Molokai that cannot be measured by this generation.

Future generations have benefited by this generation's influence on education. Our school has focused on the family and the education of the family. We believe in the process of community education and individual education that values the culture, that preserves our identity.

As a result, the funding that has helped us to develop a program of language and culture revitalization has been and continues to be necessary to assure the survival of our race as a people. [Remarks in native tongue] if a language is not learned, the language is dead. The language revitalization program has allowed us to learn with increased literacy among our people. Our continued self-sufficiency through education is being realized as we see the revitalization through our children and families.

The funding we received has allowed us to preserve our culture in some ways, to work with other people educated in our language and culture. Continued support ensures that our people can practice our history and culture, religious customs and practices and language. We support the reauthorization of the Native Hawaiian Education Act that will allow us to continue to expand the possibilities and opportunities we now offer to our communities.

Thank you for your time today. Mahalo.

[Applause.]

[Prepared statement of Ms. Alboni appears in appendix.]

Senator INOUE. Thank you.

And now may I call upon Manuwai Peters.

**STATEMENT OF MANUWAI PETERS, KULA KAIAPUNI O
MOLOKA'I, MOLOKAI, HI**

Mr. PETERS. Honorable Senators Inouye, Akaka, and Representative Mink and members of the staff, aloha nui today.

On behalf of the Department of Education of Hawaii, and the schools of Molokai, please accept our thanks for allowing me to present testimony on S. 1767, regarding the reauthorization of the Native Hawaiian Education Act. My name is Manuwai Peters, educator on the Hawaiian Islands Program since 1992 on Molokai.

I have been associated with this program as a teacher, curriculum developer and most recently as project coordinator for Kula Mokea Hui, a Hawaiian agency working in teacher training and curriculum development projects being funded by the Native Hawaiian Education Act. Currently I am a seventh grade teacher in the Hawaiian Islands Immersion Program.

I am in full support of S. 1767, to reauthorize the Native Hawaiian Education Act, for the following reasons. First, Native Hawaiian education funding has increased the number of speakers of the Hawaiian language and will support the private and public Hawaiian Island Immersion schools. And it has redefined the term Hawaiian Education.

Second, Native Hawaiian education funding has increased the number of certified teachers of Hawaiian ancestry. Third, Native Hawaiian education funding has increased the pool of certified teachers for the Hawaiian Islands Immersion program statewide. Fourth, Native Hawaiian education funding has provided teacher in-service training to Hawaiian Islands immersion teachers statewide to align State standards.

Fifth, Native Hawaiian education funding has increased the number of Hawaiian Islands immersion resources in the areas of science and math. And finally, and on a personal level, as a scholarship recipient during regular school, Native Hawaiian education funding has enabled me to complete a masters of arts degree at the University of Hawaii and the state certification requirements at the University in Honolulu.

Kanahamali and public and private agencies serving Kanahamali have made great and significant gains in education as a result of this act. We honor the Hawaiian Congressional delegation and the Committee on Indian Affairs for ensuring that survival up to this point, and extend our appreciation to this committee as it works to make sure the act's continuance in the future.

Mahalo for accepting my testimony today. Aloha.

[Prepared statement of Mr. Peters appears in appendix.]

Senator INOUE. And now may I call upon Anita Arce.

**STATEMENT OF ANITA ARCE, HO'OPONOPONO PROGRAM, ALU
LIKE**

Ms. ARCE. Mahalo to our representatives in the Senate, Representative Mink, and staff.

My name is Anita Arce, president of the Native Hawaiian Education Council since 1986. The Native Hawaiian Education Council from Molokai has increasingly found its support for the members to provide culturally valuable education and resources to support Native Hawaiian education. Until such time as the Native Hawai-

ian Education Act is reauthorized, council members collaborate on an annual vote. Our aim is to provide quality support, social health, cultural education as best we can.

It has been difficult to have to compromise or limit some of our people's needs. Seniors benefit from education, youth and parents participate in some excellent workshops, retreats and conferences, and small attendances at cultural workshops to individual families and groups. We have had to depend on the collaboration and compromise results.

It is my hope that funds will be made available to reach so many of our community needs. Native Hawaiian education is currently under question financially.

There is a continuing need to meet this need. I cannot over-emphasize the importance of funding. We support the reauthorization of S. 1767 to help seniors who cannot pay of their medical costs, Native Hawaiians who are waiting for housing, youth who are bound by financial limitations and Native Hawaiians who lack sufficient opportunities to attend cultural and other educational workshops, so that they may open up their lives, so that families can continue to nurture the spirit of aloha and to cherish hope and honor and dignity as its most priceless commodities.

May the Lord continue to bless you in all of your deliberations, and shower you down with care of your people. Mahalo.

[Applause.]

[Prepared statement of Ms. Arce appears in appendix.]

Senator INOUE. Thank you. I want to thank the panel on behalf of the Congressional delegation. Thank you very much.

Now may I call upon the next panel: Karen Holt of Ke Aupuni Lokahi; Ron Kimball, of Kamehameha Schools Bishop Estate; Kekama Helm, of Na Pua Nohaiiau; and Luana Hamakua, Ohana representative.

May I first call upon Karen Holt.

STATEMENT OF KAREN HOLT, KE AUPUNI LOKAHI, MOLOKAI, HI

Ms. HOLT. Thank you, Senator Inouye, Senator Akaka, and Representative Mink. My name is Karen Holt and I was identified as Ke Aupuni Lokahi, which I am. That is the Molokai Enterprise Community's volunteer community board that is in charge of implementing our 10-year plan. I would like to thank all of you for including Hawaii as a potential applicant for that program. Because we were not even eligible until you went to Congress and said we ought to be included.

In addition to being part of that project, I'm also the head of the Molokai Community Service Council, which administers a broad variety of programs on the island. I am also an attorney. And for 16 years on this island, before I became the executive director of MEC, I represented families and children regarding education. So that's the view that I bring to this discussion this morning.

I am here to ask that you go back to Washington and please persuade your colleagues to reauthorize the Native Hawaiian Education Act. The need for the original legislation is still, unfortunately, very much alive and well. Molokai, as you know, has a Hawaiian population of approximately 50 percent at the last census.

A prior speaker alluded to the fact that our literacy rate is very low. The last time it was measured, 42 percent of the people who live here on this island could not read above an eighth grade level. That is defined as illiteracy.

In a predominantly Hawaiian community, we know that many of those who cannot read are Hawaiian. Currently, the last estimates I saw of the numbers of children in special education programs in our elementary and secondary schools indicated that between 70 and 80 percent of all the kids in special education on Molokai are Hawaiian kids. The percentage of Hawaiians on the island who have college degrees is very low.

In addition, if you track the standardized achievement tests that are administered to our elementary and secondary school kids, I think it's on a bi-annual basis, Molokai consistently has one of the lowest scores in the State, all of its schools, elementary and secondary schools. And once again, because this is a predominantly Hawaiian community, those statistics really speak volumes about the distance we need to go in order to achieve the ideals that form the basis for this act's original implementation.

Now, that's the bad news. But the good news, as people who testified before me have already said, is really heartening. One of my workers has a child in the DOE's immersion program. And she told me that the last time SAT tests were administered, I think it was to the older kids, I think sixth grade, I'm not sure if I've got the age right, but the kids who have been through the immersion program actually scored higher than the kids who had not been through the immersion program.

And that's wonderful news, because those tests are administered in English. And so the fact that they were able to accomplish what they did accomplish is a very strong testament to the very many people here who have worked so hard to make that program work.

And also to the efficacy of the program. What's interesting about the Punana Leo program is that, as you probably know, in order to participate, the family has to go and take the language and learn. And I have really been thrilled to see the number of moms and dads, many for the first time in their whole lives, are going down to Donna Paoa's place and taking a college class, learning how to speak Hawaiian. That has been a tremendously valuable process for families. Because it's instilled a sense of a pride and a sense of history and a sense of roots that is really hard to instill any other way.

The gifted and talented program here, I will give them credit for the Molokai's Enterprise Community designation. They pulled together and they worked really hard, in all the little tasks, the mailouts. They also participated in the substantive process, coming and sitting in all the committees that we had. And that would not have happened, if it were not for the leadership of the folks who are in charge of another program funded by this act.

And finally, more Hawaiians are going to college with scholarships as Manuwai Peters indicated, that have been provided through this program. So I think while our statistics here on the island are still definitely challenging, there's much reason to hope. And I would hate to see all of this promise destroyed, if this act is not reauthorized.

A couple more comments. The process by which this program is administered is really important. My opinion is that creating basic partnerships is critical to the success of many of these programs. And I think that's especially true in the Hawaiian community. Because everybody talks to each other. And if there's a perception that there isn't a partnership at any point in this process, then I think the results will be very negative for its intended beneficiaries. The body that administers this process should not be an impediment to the achievement of its mission.

Finally, I want to say mahalo to the Senator Inouye and Senator Akaka for being godparents for this legislation and for, we hope, ensuring that it will in fact succeed this year. I want to say a very special mahalo to Representative Mink. People may not know this, but she fought royally to save this bill. I think I heard you were on the Floor for 10 hours. And although, unfortunately, you were outvoted on a party line, I think we all need to know that your efforts are appreciated, and I'm sure you will live to fight another day.

Finally, I just want to close with a little bit of history. I know that 200 years ago, we all know that 200 years ago, Hawaiians had no language. Within 50 years, Hawaiians had learned to read and write their own language, and were reputedly the most literate nation on the face of the Earth. That potential and that wisdom is still here in the Hawaiian communities. And the Native Hawaiian Education Act can help us to achieve that potential.

[Applause.]

Senator INOUE. Thank you. Before I call upon Luana, may I thank your Ohana for the lei.

May I now call upon Ms. Hamakua.

STATEMENT OF LUANA HAMAKUA, OHANA REPRESENTATIVE

Ms. HAMAKUA. Aloha nui, Honorable Senator Inouye, Senator Akaka, and Representative Mink. Thank you so much for being here today. It is an exciting time for us, as Ohana coming here, and all of us are meeting, and we are thankful.

I am also a member of the Native Hawaiian Education Council. I also would like to say that my testimony was put together by our kupunas, my children, my sister. So I am here as we, all together.

I will be speaking on the Ohana concept of education. The system is imparted and in practice in every family household. It is universal and can succeed in all cultures. It is a driving force that binds and strengthens the Ohana family system, allowing all individuals involved to become strong in thought, mind and body.

It will make stronger as the families persevere, recognize their strengths and values and incorporates them within the stages of a growing life, will definitely benefit and strengthen them. I see the struggles of Hawaiian youth in the high school system, where special education has tripled and quadrupled in numbers. Why is that? We strive to live in a western society with culture that is different. Yet we still strive, and some of us, not all, will easily fall on the wayside.

We are indeed a special race of people who possess a great aloha and respect for the island which provides us sustenance, a chance to be successful and an opportunity to live within its balanced

kalahani. This is my own thought on how cultural values are imparted. The Ohana family in our household, and I'm talking about when I was being raised on a homestead land in Molokai, consisted of my parents, sometimes aunts and uncles. At least, that's how it was when I grew up in the Palapana household.

Our parents taught us a lot of values which in turn were imparted and passed down to our children. And we see it carried on in the raising of our own children. Values of respect, the value of life was practiced. Respecting people, especially those that were older, respectful of the land which gave us sustenance, respect for all things that surrounded us, respect for all, gratitude, was practiced a lot in our home. It was important to be thankful in everything we see.

The older children helped out with the raising and caring for the younger siblings while Dad worked and Mom took care of the home. There were eight of us children, and with a full dwelling, it meant to us we worked with great meaning, working in unified effort and cooperation, meant that work would be done. To work without being asked to take care of responsibility, even when it meant doing it alone, whether around the house or working behind the men or within the community, it was important. We were never known to be lazy workers. Every one of us while growing up had ohana, work.

And by kokua, were we able to learn of service to our extended Ohana family and neighbors. This was the first thing that was really important in our household. Because I remember someone coming to our home and trying to get all of us to go church and at that time we were Catholics, and we didn't have money to put in the collection box. So we would run and hide. We came from a big family, so we used to run under the bed and hide from our tutu, but no way we could hide from him, because we had to go to church. That was really important.

So we went to church every Sunday. Amongst other church activities that were involved, I remember the values of one teacher, to observe, close the mouth, learn and then ask questions.

We had and still have music. Our family loved music. And this can be seen in my children and in their children.

I would like to say aloha from our foundation, all of us on the foundation.

In closing, we support S. 1767, the reauthorization of the Native Hawaiian Education Act. I would like to also say that I'm grateful and thankful to be here this morning. It has been kind of hard to get the family together, but they wanted to tell you, we have to do this and we have to do that. So I'm glad that my family has come out and made their presentation. And we're very thankful and blessed that all of you are here this morning.

And I say these things humbly, and in the name of Jesus Christ, mahalo nui, aloha.

[Applause.]

[Prepared statement of Ms. Hamakua appears in appendix.]

Senator INOUE. Thank you very much.

And now may I call upon Ron Kimball.

STATEMENT OF RON KIMBALL, MOLOKAI RESIDENT

Mr. KIMBALL. Aloha, Senator Inouye, Senator Akaka, Representative Mink, thank you for being here today.

My name is Ron Kimball, and I'm a member of the Native Hawaiian Education Council and the Molokai Island Council. It is very important that further funding of the Native Hawaiian Education Act be continued. Native Hawaiians from preschool through college will be greatly affected if funds from the act are not re-appropriated. From the Native Hawaiian scholarship programs to our community schools program and drug-free programs, all the needs of our other education programs, just to name a few, they are all well-run, well-established programs and are vital to our community.

As a member of our Molokai Island Council for the Native Hawaiian Education Council, we've gone through some growing pains at the beginning, but we are now beginning to establish ourselves in our island community. We have been responsible for helping our teachers with cultural training programs, workshops for the new teachers that come to Molokai, so they can better understand our culture and the type of students they will be teaching.

A lot of times, Molokai, being a rural community school, we get a lot of teachers straight from the mainland, Wisconsin, Minnesota, thereabouts, coming in fresh and new. They don't understand the island community, the culture and the ways of the people and the students. So we try to develop workshops to help them.

We also send our kupunas to the schools to help. We send our kupunas to workshops so they can better train themselves to do greater good for the schools. I recently came back, last week, I took six students, seniors from high school, to the college fair on Oahu, just to try to get them interested in college. That was through the help of our Native Hawaiian Education Council, funding from them.

For next year, we are in the hopes of new educational goals that our island council has said we would like to accomplish. Without the reappropriation of funds, we would never be able to accomplish our goals. I am a Native Hawaiian. I went away to get educated and returned home to live. I've benefited greatly from that experience, getting educated and coming back. Since coming home, I've always been an advocate for education. I currently work for the Kamehameha schools on Molokai and I'm hoping that some day KSBE can work together, maybe with the Molokai Island Council, to once again be a major player on our island, with programs to help our Native Hawaiian.

Our council is moving in that direction on our own. We want to re-establish Molokai's alternative education school, which the DOE is close to doing again. We want to help them to achieve that goal. We also want to continue to do workshops on drug prevention. We want to establish workshops and programs based on wholeness, so the families can heal from within. We want to continue to send our kupuna to the schools to help with our cultural programs, as well as giving our kupuna the necessary tools to help them along the way.

We want to continue to see our preschools get Healthy Start education. We want to continue to see our language and culture thrive

within our schools and within our community, and we need your help.

I want to thank you again for being here. Thank you, Representative Mink, for your efforts in Congress. I know that Senators Inouye and Akaka will do the same battle for us Hawaiians in the Senate, also. Thank you for your time.

[Applause.]

Senator INOUE. Thank you, Mr. Kimball.

And now may I call upon Kekama Helm.

STATEMENT OF KEKAMA HELM, NA PUA NOHAIAU, MOLOKAI, HI

Mr. HELM. Mahalo. Aloha, Representative Mink, Senator Inouye, Senator Akaka.

Please excuse my unorganized fashion and my tardiness. Because of last-minute situations that came up, I cannot speak for my young adult leadership group. I haven't had time to get them together. I can speak for myself on education and how I feel on education.

But before I do so, to break the monotony, I want to sing a little song. This is about our chiefs, those who have passed.

[Song sung in native tongue.]

Mr. HELM. I was born and raised on Molokai, I reside on the east side of Molokai. I guess I will just tell you what I believe on education. I believe in education, I believe in our school system, but I also believe that education doesn't merely happen in books. I believe in our programs like Na Pua Nohaiiau, the Kamehameha schools. I believe that education comes through life experiences. I believe that we should support our children not only in school but outside of school, support them in their efforts to keep Molokai the way it is, keep Molokai Molokai.

I come from, many in Molokai come from a strong cultural heritage, mixtures of cultures, where we find education in different cultures, Filipino cultures, Japanese cultures, the Hawaiian culture. I believe that working with our kids, mentoring one on one, supporting them that way, I believe we can help our children that way, give them a sense of ownership and pride in this island. I also believe that if we as, I'm speaking to you as a young adult leader here on Molokai, and I also believe that if we as young adults do not teach our children now the right ways, the proper ways, we do not let them make good choices. They have a hard road later on in the future.

I believe in programs that will teach our kids the rich cultural heritage, such as the hula. I believe in programs that will teach children resource management, management of their natural resources and what they've got here on Molokai. I believe in programs that would teach them planting. I believe in programs that would teach them the standard arithmetic, math, English.

Like I said, I cannot speak on behalf of my whole group, but for myself. I strongly believe that Molokai is very special, and very unique from the outside islands. I think that teaching our kids these ways of life, through experiences, through books, we can for sure perpetuate our lifestyle here on the island.

So thank you, mahalo for your time.

[Applause.]

Senator INOUE. Thank you. About 11 years ago, when we had our first hearing on the Native Hawaiian Education Act and the Native Hawaiian Health Care Improvement Act, one of the witnesses came from Waimanalo. She was Kupuna Hale. And Kupuna Hale testified, and she said, the best way I can express myself is by song. And she sang a song for the committee, and I think the song made the difference. [Laughter.]

Thank you, Mr. Helm.

Our next panel is Bill Kapuni, Molokai Canoe Voyaging Society; Leah Arce, a student; and Vicky Newberry, of Kualapu'u Elementary School.

May I call upon Vicky Newberry.

STATEMENT OF VICKY NEWBERRY, KUALAPU'U ELEMENTARY SCHOOL

Ms. NEWBERRY. Good morning, Senators, Representative Mink. Good morning and thanks so much.

I'm going to hurry a little bit, because this (students) is what's important. I teach fifth and sixth grade for a local school, and I do want to thank you for providing us this opportunity, that you're here to see what this is about.

You've heard a lot of data, and I have some in my statement, I'm going to skip through that right now. The school is 72 percent Hawaiian population. Nine percent of our students are special education, and out of that, 90 percent are Hawaiian or part Hawaiian. Six percent of our community members are college graduates, while 35 percent have not yet finished high school. So we have some real statistical disadvantages. Our academic performance is below national average. However, we've seen some significant improvements in the past 2 years, and that's exciting for us.

You've also heard about the Hawaiian language immersion program that's housed in our campus. It's wonderful to work on a bi-cultural campus. What a gift. Thank you for your support of that, and hopefully your continued support of that program.

We have a couple of other programs that I would like to quickly mention. Our students are involved in a project called PRISM, where they go out and work to solve community problems and issues that they are interested in. They have traveled to Atlanta, Georgia, to make presentations about their work, as well as to Honolulu. And last year, they won a grand prize award from Busch Gardens, among all classes of students, kindergarten through 12th grade, in North America.

A new project out of our school is a Youth Visioning project for the future of Molokai. Twenty students gathered to work on that vision and goals, and they hope to reconvene this summer to establish benchmarks and action items. Our children believe they can make a difference, and they know in order to make changes, they have to pursue a quality education. These types of programs and other types of programs are what the Native Hawaiian Education helps to fund.

I want to thank you for your support, past and present, and wish you all the best as you try to encourage the rest of the Senate to help our students get what they so richly deserve. Thank you.

Senator INOUE. Thank you very much, Ms. Newberry.

And now, ladies and gentlemen, the reason why we're here, the three most important witnesses who will be testifying. And so may I call upon the first important witness, Shalei Borden.

Ms. BORDEN. Senator Inouye, Senator Akaka, and Representative Mink, and special guests, I want to thank you for letting me speak to you this morning. My name is Shalei Borden, and I'm a sixth grade student at Molokai School.

I would like to talk to you about a new project that I am involved with. It is called Ka Hoomohala Nuukia. This means with a vision for tomorrow. Our purpose is to help Molokai become sustainable in every way. Before I tell you more about our project, I would like to read a vision statement that was written by students from our school.

In our beautiful, friendly island of Molokai, the people are responsible for learning throughout their lives on having respect for themselves, other people and our cultures. Cultural practices are a part of our daily lives. We share aloha with our friends, which makes us feel safe, happy and healthy.

We have opportunities for people of all cultures to have a balance in our environment and our cultural heritage. We believe in our community's ability to make decisions that will keep our environment and our economy system. We cherish the gifts that our generation from kamaliki to kupuna has to offer and will provide for our environment.

That is our vision of how we want Molokai to be in the year 2010. This vision was composed by 20 students who spent 1 week at Kaluakoi last summer. We learned what our history is and what problems we need to solve.

We will work together until we complete this vision and six goals. Next summer, we will come up with specific ways to help us reach our vision.

I would like to close by giving our goal for education. We thank you, Senator Inouye, for helping to make our Native Hawaiian Education Act on the island, and we hope you will be able to convince others to support it again, so we can meet our education goal a reality. This is our hope for the year 2010.

Molokai supports the education effort. Molokai has an intermediate school on the high school campus to make the elementary students' transition easier and safer.

Our teachers are competent and our classes are small. Each student receives the attention he or she needs to succeed. Education doesn't just take place in the classroom, but also in the environment. On Molokai, there are outside classrooms where we learn more about the culture and environment than the previous generations. Parents take part in their children's education. Our students are responsible and take learning seriously.

Mahalo.

[Applause.]

[Prepared statement of Ms. Newberry appears in appendix.]

Senator INOUE. Thank you very much. Now may I call upon Matthew Isnec.

**STATEMENT OF MATTHEW ISNEC, SIXTH GRADE STUDENT,
KUALAPUU SCHOOL**

Mr. ISNEC. Good morning, Senator Inouye, Senator Akaka, and Representative Mink. Thank you for coming to Molokai today.

My name is Matthew Isnec, and I am a sixth grade student. I am proud to be a part of PRISM's project. I want to thank you for your previous support of the Native Hawaiian Education Act. The money has helped support students. Last year was very difficult for

me, especially the standard tests. That's because the reading was very hard and I didn't have confidence. This year I had a very good year, and I get my homework in faster. I never get detention any more.

[Applause.]

Mr. ISNEC. In 1 year, I have changed so much. I have learned a lot through PRISM. Over 200 teachers and kids attended. Four other students were with me. It was a new experience. I was so prepared and grateful for the experience and the opportunity.

Money spent on education for Hawaiians is very important. Other people will be able to change just the way I did.

[Applause.]

Senator INOUE. Thank you. Thank you very much.

[Prepared statement of Mr. Isnec appears in appendix.]

Mr. ISNEC. I would like to give you a copy of the Prism report.

Senator INOUE. Thank you very much.

May I call upon Kawehilani Mahi'ai.

STATEMENT OF KAWEHILANI MAHI'AI, SIXTH GRADE STUDENT, KUALAPUU SCHOOL

Mr. MAHI'AI. To the Honorable Senator Daniel Inouye and Daniel K. Akaka, Honorable Congresswoman Mink, members of the Molokai Education Council and to friends and family, aloha. My name is Kawehilani Mahi'ai. Thank you for letting us fifth and sixth grade students of Kuala Pu'u School testify. These are our thoughts and ideas.

We support the English classes in addition to the Hawaiian immersion classes, for there are many Hawaiian children who have needs to. We worry about grades, passing to the next level and graduating. We need a bigger library at Kuala Pu'u School, so we can hold more books, build our resources and raise our reading standards.

We are worried about violence in school. We don't have it here as much, but we believe it will spread to us and others. We are concerned about our jobs in the future. We connect school and jobs, because you need to know math, social skills and reading to get a good job. If we don't care about school, we won't learn. And we won't get good jobs.

If we go to college, even if it's hard, we can get a better paying job. This will help us to reach our goals. We think this bill is a great investment because, one, the bill will help us get training for jobs where there are few Hawaiians, like in high technology, management, medicine, chemistry, biology, and teaching. Two, the bill helps preschool, after-school and adult school to continue for our younger brothers and sisters and our parents.

In conclusion, we ask you to please take this testimony into your thoughts and we hope this bill is reauthorized, which we understand means the good ideas and projects in this bill will be funded. Thank you.

[Applause.]

Senator INOUE. Thank you very much.

Mr. MAHI'AI. Sincerely, fifth and sixth grade students, classroom D-4, Kuala Pu'u School. Everyone in Kuala Pu'u class participated in creating this testimony. Our names are [student names recited].

Senator INOUE. Thank you very much. I am certain that I speak for the committee and the delegation, the future is in good hands. Thank you very much.

Now may I call upon Mr. Bill Kapuni.

STATEMENT OF BILL KAPUNI, MOLOKAI CANOE VOYAGING SOCIETY

Mr. KAPUNI. Aloha. Forgive me for coming late.

First, let me thank Senator Inouye, Senator Akaka, and Representative Mink. Nice to see you here. We see you doing the best things for Hawaii.

I'm Hawaiian, this island's a lot like here, and I would just like to say a little bit about it. I'm so happy we're going to get a house hopefully here for now. I've been waiting 14 years, I guess we can wait another year.

I'm the president of the Molokai Voyaging Canoe Society. It was founded back in 1995 and our society perpetuates the culture of teaching canoeing. Our mission is to get the young kids involved in it. There's a lot of teaching to be done on canoes. We want to share that.

Right now, we've been doing it for quite a few years, and really never got that far, because we were waiting to build down here at the harbor. I don't know how long that is going to take. So the society wanted to share about the canoes, and learning about the canoes from other clubs, and canoes that have really been forward, teaching, we did workshops with them. Particularly on this island here, we want the society to teach our young kids, even the kupunas or elders, a lot of people can be involved in it. We're looking forward to doing that.

Right now, our problem right now is not getting the money to do these projects. According to what you've got here on S. 1767, the bill is something we would love to see continue on. The society is still young, and what you are doing in Congress, trying to do this bill, we are very supportive behind you. So I don't want to say too much more, and I thank you very much.

[Applause.]

[Prepared statement of Mr. Kapuni appears in appendix.]

Senator INOUE. Thank you very much. And now may I call upon the last two witnesses, Lori-Lei Rawlins and Irene Niau.

STATEMENT OF LORI-LEI RAWLINS, NATIVE OF MOLOKAI, HAWAII

Ms. RAWLINS. Aloha, Senator Inouye, Senator Akaka, and Representative Mink.

I am Lori-Lei Rawlins. A little background on myself. I am 30 years of age and a native of Molokai, proudly graduating from Molokai High School, then continuing 1 year of college at University of Hawaii. Growing up here, I was never exposed to the Hawaiian language as it is, only bits and pieces of the pidgin version. We lived as Hawaiians, but never speaking the language.

It took me nearly 25 years before I experienced the full effect of what it means to be Hawaiian. It was in 1994 when I enrolled my daughter into the Punana Leo o Molokai program, as well as enrolling my son in the first grade immersion program. In that one

year, I fully immersed myself in the program and language and all the responsibilities of being Hawaiian. By the following year, at 26 years of age, I became the direct of the Punana Leo o Molokai program, where I continued to be a steward of the Hawaiian language.

The Native Hawaiian Education Act provided scholarships and funding for me to further my college education at Molokai Community College, and allowed me to be employed by the Punana Leo. Punana Leo o Molokai is one of 11 Hawaiian language preschools throughout the State of Hawaii. It is with humble heart that I come before you today to address and support the Native Hawaiian Education Act. Through this act, there is funding appropriated for the children of the State of Hawaii to learn their mother tongue from the early childhood preschool level through the 12th grade level.

The funding has allowed us to open the first Hawaiian language preschool on Molokai in March 1991. Punana Leo o Molokai was also the first full site for the Hawaiian language immersion school, which is now situated at Kuala Pu'u School, from grades K-6 and classes in the seventh grade at Molokai High School. It is through this act that we were able to provide approximately 140 children on the island of Molokai with a quality education through the medium of Hawaiian language. These children are being educated in the best cultural as well as modern philosophies in the educational system today in the State. Continued support will ensure that the program strengths to the point of greater self-sufficiency.

We are fortunate that there are a few people left on our island who are able and willing to share their knowledge of our culture and language. It is them that made it possible for us to revive what we nearly lost 100 years ago. It is now our responsibility to continue the revitalization of our ancestors' gifts to perpetuate this culture through our once-dying language.

Punana Leo o Molokai has become a research center for our community where culture, protocol and knowledge have been taught and shared. Your continued support will allow this type of education to continue. Present statistics show that the literacy rate amongst Hawaiians has increased through these funding programs made possible by Native Hawaiian Education Act. We are thankful for this act in allowing us to revive our language and our culture, which has increased our sense of identity as a people. Your reauthorization of the Native Hawaiian Education Act will allow us to continue to expand our opportunities to provide for our children a quality educational program through the medium of Hawaiian language, as well as to assure the continuation of the Hawaiian culture.

I graciously thank you once again for your consideration and support in the reauthorization of the Native Hawaiian Education Act. Mahalo.

[Applause.]

[Prepared statement of Ms. Rawlins appears in appendix.]

Senator INOUE. Thank you very much.

And now may I call upon Ms. Niau.

STATEMENT OF IRENE NIAU

Ms. NIAU. Senator Inouye, Senator Akaka, and Representative Mink. I am really here first of all to introduce my whole name, my name is Irene Niau. I come here from the Island of Hawaii. My dad is the eldest of 24 children. My mom is the third in 10. That is my family. My children, I have 9 children, 36 grandchildren, 10 great-grandchildren and 2 great-great-grandchildren.

I am talking in behalf of them and myself. I am not here to thank you, I am here for another reason. Because I heard our people here today many times have been to the meetings, and it's the same thing. And we keep coming back and begging and begging for what's really ours. So this is what I want to say.

My priorities, for my children and my family would be, the Native Hawaiians and our descendants have the right to self-determination. By virtue of that right, we are entitled to freely determine our political status and freely pursue our economic, social and cultural development. The United States of America, other western countries and approximately 300 million indigenous people throughout the world recognizes the right of self-determination.

Self-determination must guide all efforts to obtain sovereignty. This means Federal and State government agencies must not participate in the establishment of the native nation and government. Nor should they influence a process with funding and guidelines. Remember, self-determination is realized when Native Hawaiians choose a government structure that provides for their democratic representation.

Only then will we be able to deal effectively with a State and Federal Government which now controls our land and natural resources. Our people are working to include Native Hawaiians in the existing Federal policies, our native self-governance. This policy affords all Native Americans the right to be self-governing within a defined land base.

However, because Native Hawaiians clearly have a different history from the Native American, in this pursuing self-determination in four different arenas simultaneously. These arenas are called most appropriately the four arenas of sovereignty.

First, a strong and abiding faith in the Lord. Because spiritually empty people do not make strong nations. Second, a people with common culture, language, tradition and history in Hawaii, the Native Hawaiian people. Third, a land base so that the Hawaiian are able to live and practice their culture and tradition, working to secure the Hawaiian homelands trust, which includes approximately 200,000 acres, and the five acceded land trusts, which includes approximately 1.4 million acres of land. These two land trusts are labeled as Native Hawaiian and will serve as the nation's land bases.

Fourth, a government structure is to enable Hawaiians to be self-determining and create a government based upon the democratic constitution. The government structure has four branches of government. First, legislative branch, which has the authority to make laws. Second, executive branch, which has the responsibility to implement the laws. Third, the judicial branch, which interprets the law. And a branch which is responsible for the matters relating to culture and protocol.

I thank you.

Senator INOUE. I thank you very much, Ms. Niau. And before we adjourn, may I call upon Mrs. Mink for some closing remarks.

STATEMENT OF HON. PASTY T. MINK, U.S. REPRESENTATIVE FROM HAWAII

Mrs. MINK. Thank you very much, Senator Inouye. This has been a very important documenting of the support, totally unanimous support of the Native Hawaiian Education program, as it was first enacted in 1988 and is now before the Congress for reauthorization.

I was very moved by the testimony of all of the witnesses that have participated in the Native Hawaiian education program. It's important to listen to the participants, because they're the ones that reveal the actual workings of the program and can give us guidance as to the new directions that it might take in its new aspects as the Senate will be reconsidering it.

So I think that we learned a great deal today, the strengthening of the Native Hawaiian language, the extension of the young people who actually now are able to speak it as their native language, extension of it to the young people in the educational system, expanding the higher education opportunities, those for the gifted and the talented.

This is an extremely important program as it was put together by the Congress in 1988. I feel very strengthened and encouraged by what I heard today, and I feel very, very confident that the Senate, reading this testimony, will be likewise persuaded that this program will be reauthorized next year.

Thank you Senator Inouye and Senator Akaka.

[Applause.]

Senator INOUE. Now we want to call upon our native son, Senator Akaka.

STATEMENT OF HON. DANIEL K. AKAKA, U.S. SENATOR FROM HAWAII

Senator AKAKA. Mahalo, Senator Inouye. I want to add my mahalo nui loa to all of you for coming to the committee and participating in this hearing. It's wonderful to hear directly from you as to what you think of the programs in existence now. Because this program and the bill that we have now is one that really expands the opportunities in Hawaiian education. I hope you will really look at, as the opportunity has been intended for you, to do that. And there will also be a council developed to give direction to the future of the education of the Hawaiian children and the Hawaiian people.

So this is a great day. Without question, the Hawaiian delegation will do all they can to pass this bill. We hope that this will give you ideas for what you can do to help educate our Hawaiians from birth to death, the best way we can.

So aloha and thank you very much to Senator Inouye for all the work he has done through the years championing for the Hawaiians. Aloha.

[Applause.]

Senator INOUE. Molokai was selected, and it was selected very carefully, as our first meeting place. We could have gone to all the

other islands, but we selected Molokai because the committee and the delegation felt that the soul of Hawaii resides in Molokai. We know that the word "aloha" on Molokai is not a commercial word.

We also know that ohana is really on this island. We also know that you are concerned about your kupunas, your insightful kupunas, you listen to their words. And above all, you love your children. That is why we decided on Molokai as our first meeting place.

The committee is especially very pleased that we were able to listen to the students. We are here because of students. And if I may, in a few words I would like to address the students.

About 150 years ago, when studies were made, it was determined that the most literate group, a group that could read and write, in the whole United States, was in Hawaii, among the Native Hawaiians. They were the best educated of all the people in the United States.

Second, about 700 years before Columbus sailed across the Atlantic Ocean, the ancestors of the Hawaiians decided courageously to cross the Pacific to find Havaiki. They found Havaiki. Columbus got lost.

Learned scholars tell us that when a people lose their language, eventually their civilization, their culture and they themselves will disappear. Language is very important. We should also know that around 50 years ago, the records of Oahu prison would indicate that the lowest rate of recidivism among all ethnic groups was the one enjoyed by the Hawaiians. Put another way, less than 5 percent of Hawaiians who went to prison went back again. It was at a time when States like Alabama had 80 percent recidivism, 80 percent of those who went into prison went back again.

Today, unfortunately, the highest rate of recidivism is among Native Hawaiians. At one time the most literate and most educated group, we find dropouts. This must change. Recently, in the Supreme Court case of *Rice v. Cayetano*, the Solicitor General of the United States made a very important statement. He said, Native Hawaiians are Native Americans. And accordingly, there is a trust relationship that exists between the native peoples of this island State and the U.S. Government. There is a trust responsibility.

I am also pleased to tell you that last year, the Congress appropriated \$21 million for Hawaiian education. This year, in fact it was yesterday, the President signed an appropriation bill that increases it some \$3 million. At a time when all other programs were being cut the Native Hawaiian Education Act was increased.

It is a difficult assignment that we have, but I know I speak for Patsy and for Danny when I say, we will do our very, very best. We will not only pass the bill, we will appropriate more money than we did the last time.

[Applause.]

Senator INOUE. And may I call upon a kupuna from the Native Hawaiian Education Council to give us the pule.

[Closing prayer.]

[Whereupon, at 11:30 a.m., the committee was recessed, to reconvene at 3:30 p.m. the same day at Lihue, Kauai, HI.]

APPENDIX

ADDITIONAL MATERIAL SUBMITTED FOR THE RECORD

PREPARED STATEMENT OF 'OPU'ULANI W. ALBINO, LEAD TEACHER, PUNANA LEO O MOLOKA'I

I am 'Opu'ulani W. Albino, the Lead Teacher of Punana Leo O Moloka'i, the Hawaiian language preschool on Moloka'i. It is with gratitude and humility that I come before your panel today to address the Native Hawaiian Education Act. Certain funding from the Native Hawaiian Education Act has helped to establish and support the programs for language immersion education of preschool children and their families here on Moloka'i.

On March 1, 1991, the Punana Leo O Moloka'i language immersion preschool began. It was the beginning of the revitalization and restoration of the language and culture of our native people. At that time there were fewer than nine native speakers on Moloka'i. Unlike other Hawaiian islands, we here on Moloka'i live a lifestyle unlike those of the more urban part of Hawaii. We still live very much like our ancestors of old and maintain much of the old ways of our ancestors. However there were very few language speakers left on Moloka'i who could teach the language in its fluency, I was one of those fortunate to have had the language taught to me by my ancestors, therefore I was asked to work as a teacher on that monumental occasion. Not many people from other islands in Hawaii would move to Moloka'i as jobs are few here on Moloka'i. Since that start in March 1991, we have been able to grow from a handful of speakers to 100 or more speakers of the language. The funds that have come to us through the Native Hawaiian Education Act has not only helped us preserve the language on Moloka'i, but has also been instrumental in helping families become more educated in their roles as parents and leaders in our community. The programs funded have had far reaching effects and the education of children from preschool to college are only the beginning. Our community has become involved in the restoration of our culture through the programs offered through the 'Aha Punana Leo Programs. The preschool and DOE Immersion programs have become valuable resources for the Moloka'i community to draw from whether it is for cultural protocol or other language help not found anywhere else on our island. The effects of the funds from Native Hawaiian Education Act have had far reaching effects on the people of Moloka'i that cannot be measured by this generation, for the facts are not yet tallied.

The future generations are definitely affected by this generation's influence of education. Our school has focused not only on the whole child concept of education but on the education of the family. We believe in the concept of community education through individual education in the values and culture that preserved our ancestors' identity as a literate and educated people who once occupied these isles in the sea. As a result, the funding that has helped us develop a highly successful program of language and cultural revitalization has been and continues to be a necessary aid that will ensure the survival of our race as a people. For as is said in a well known Hawaiian proverb, "I ka'olelo ke ola, i ka'olelo ka make" [In the language is life, in the language is death.] The language revitalization program has allowed us to work toward the goal of increased literacy among our people. Our con-

tinued goal of self-sufficiency through education is being realized as we see the onward movement of the revitalization through our children and families. The funding we have received has allowed us as a people to rise above the past stigma of negativism as Hawaiians to a more productive people educated in our language and culture. Continued support will ensure that our right as a people to practice and perpetuate our culture, religious customs, beliefs, practices and language.

Your support of the reauthorization of the Native Hawaiian Education Act will allow us to continue and expand the possibilities and opportunities we now offer to our communities. I thank you for your audience with me today.

PREPARED STATEMENT OF MATTHEW ISNAC, SIXTH GRADE STUDENT, KUALAPUU SCHOOL

Good morning Senator Inouye and special guests. Thank you for coming to Molokai today.

My name is Matthew Isnac and I am a sixth grade student at Kualapuu School. I am proud to be a part of the PRISM Project. I want to thank you for your previous support of the Native Hawaiian Education Act. The money from the Act has helped fund programs that support students like me. Last year was a very difficult year for me. It was so difficult that I wouldn't be speaking in front of all of you special guests and especially a senator. That is because I seldom did my homework and I often ended up with detention. My reading was very weak and I didn't have confidence in myself. This year I am a super reader. Once in a while I still get my name on the board for not getting all my homework in on time, but I get it off very fast. I never get detention anymore. That is so much better than last year and my parents are very proud of me.

One of the reasons I have changed so much is PRISM. I watched students travel to make presentations last year and I wanted to do that too. I knew I would have to improve if I wanted to travel with PRISM. I would like to travel to the mainland to make a presentation, but for now I am happy taking shorter trips to places like Honolulu. Just last month I was selected by my teachers to be a speaker at the Hawaii Environmental Education Conference which was held at Punahou School. Over 200 teachers and educators attended. Four other Molokai students went with me and my teachers and we talked about the work we do. It wasn't even scary because I was so well prepared. I am grateful for this experience and hope I will have more opportunities like this.

So you see Senator Inouye, any money spent on education for Hawaiians is very important. Maybe they will be able to change just the way I did.

Mahalo

PREPARED STATEMENT OF SHALEI BORDEN, SIXTH GRADE STUDENT, KUALAPUU SCHOOL

Senator Inouye, special guests, Aloha ia kakou. I would like to thank you for letting me speak to you this morning. My name is Shalei Borden and I am a sixth grade student at Kualapuu School. I would like to talk to you about a new project that I am involved with. It is called Ka Hoomolaha Nuukia Molokai. This means youth with a vision for tomorrow. Our purpose is to help Molokai become sustainable in every way. Before I tell you more about our project I would like to read the vision statement that was written by students from all five Molokai Schools.

Vision for 2010 on our beautiful, friendly island of Molokai the people are responsible, learn throughout their lives, and have respect for themselves, other people, and all cultures. Cultural practices are part of our daily lives. Molokai is still known for making people welcome. We share aloha with our friends and ohana which makes us feel safe, happy, and healthy. We have recreational opportunities for families and people of all ages. We have balance in our economy, our environment, and our cultural heritage. We believe in our community's ability to make decisions that will keep our environment and our economy sustainable. We cherish the gifts that every generation, from kamalii to kupuna, has to offer and we provide for their needs. We are healthy in mind and body because of our enriched environment. We respect and love our island home.

That is our vision of how we want Molokai to be when we are adults in the year 2010. This vision was composed by 20 students who spent 1 week at Kaluakoi Hotel last summer. We listened to panels of adult speakers and from them we learned what our history is and what problems we need to solve to reach our vision. We worked together until we completed this vision and six goals. Next summer we hope to come up with specific ways to help us reach our vision. I would like to close by

reading you our goal for education. We thank you Senator Inouye for helping to make the Native Hawaiian Education Act a reality and we hope you will be able to convince other senators to support it again so we can make our educational goal a reality. Remember this is our goal for 2010.

Molokai supports and values education and learning. Molokai has an intermediate school away from the high school campus to help make the elementary student's transition easier and safer. Our teachers are competent and our classes are small. Each student receives the attention he/she needs to succeed. Education doesn't just take place in the classroom, but also in the environment. People on Molokai learn outside the classroom, and know more about their culture and environment than the previous generation. Parents prepare their children for school and take part in their children's education. Our students are responsible and take learning seriously.

Mahalo

TESTIMONY

Presented to the United States Senate
Committee on Indian Affairs
Senator Daniel K. Inouye, Minority Chair

Hawaii Site Hearings
on the
Reauthorization of the Native Hawaiian Education Act

By

Edna N. Cathcart
Representing the
Native Hawaiian Education Island Council,
Moloka'i

Aloha Senator Inouye and Members of the Senate Committee on Indian Affairs.

Mahalo nui loa for taking the time in your busy schedule, to come to our island, to connect with us personally and to hear our voices and listen to our concerns.

I am very thankful for the opportunity to testify on behalf of the **Moloka'i Native Hawaiian Education Island Council, to request reauthorization of the Native Hawaiian Education Act.**

I am a Native Hawaiian, a Kupuna interested in the education of Native Hawaiians, and, in particular, concerned with preserving the native language, values, history and culture of Hawai'i through high quality instruction. The Hawaiian Studies Program, Kupuna component, State of Hawai'i, Department of Education, offers me that opportunity to be directly involved with these concerns and to encourage **all students to achieve high standards in school and in life to become productive, contributing members of society. I, without question, support the reauthorization of the Native Hawaiian Education Act.**

The context in which the program exists has changed, since the program began in the Department of Education in 1980. As Hawai'i moves into the next millenium, priorities in education have changed, as have expectations within the Hawaiian

community for our children and the preservation of things "Hawaiian". (There are some who do not see the importance of knowing and understanding the Hawaiian culture because it is foreign to them, and they do not know nor have they experienced the Hawaiian values, therefore they would like to eliminate the program in the elementary schools, altogether. This is very reminiscent of the overthrow and the ramifications that followed, with the termination of the use of the Hawaiian language and culture. It is, to me, this same lack of understanding and the influx of their values that have confused our youth into living dual standards. That which is Western and forgetting that which is inherent within them.) All of Hawaii's children should have the opportunity to learn to understand where they came from in order to lead us into the future that lies ahead. Understanding the uniqueness of Hawai'i and its indigenous language, culture, history and values allows us to then move forward as part of the global community.

I believe the Kupuna has an important role in the Hawaiian Studies Program. They have an education for living which they have picked up in their many decades of living in this Hawaiian environment. They are the link to the past, having grown up in the households of their own kupuna, learning to speak the language and taking part in the kinds of Hawaiian practices that today, if not for them would be forgotten. The Kupuna are now the resource for others. Therefore, they are qualified to speak and teach about things Hawaiian.

However, realistically, because of the change of priorities in the DOE, the Kupuna is often left to struggle with 'the powers that be' regarding the importance of their role in the Education 'system'. Also, the Hawaiian Studies Program is often the first to suffer cutbacks in their budget because, I think, the lack of understanding deems it less than important. The threat of extinction of the program hangs over like a death cloud. Death to the opportunity for our children to learn about their unique heritage and history; to learn about the islands and ocean that surrounds them; to learn about being connected to the 'aina and living in harmony with all that surrounds us. The Kupuna then is left to manage teaching with a minimal budget that impacts quality instruction.

I would like to see that changed. I would like to see the Kupuna and Hawaiian Studies treated as equal to learning, 'reading, writing and 'rithmetic' and that monies be made available to be able to offer quality instruction. More time and funds are needed to accomplish goals set for the future in order to see results that will, hopefully, improve the quality of life for our Hawaiian community and in turn provide them with an opportunity to be self reliant.

In closing, I would like to share a lesson that I use in my classes on the Aloha Spirit. See last page, "PUT THEM ALL TOGETHER AND THEY SPELL "ALOHA"

PUT THEM ALL TOGETHER AND THEY SPELL

"ALOHA"

"The "Aloha Spirit" is the coordination of mind and heart" says Mrs. Pilahi Paki. "It's within the individual-- it brings you down to yourself. You must think and emote good feelings to others."

Here is her translation of the word Aloha:

"A" stands for **akaha'i**, Hawaiian meaning **kindness**, to be expressed with tenderness.

"L" stands for **lokahi**, Hawaiian meaning **unity**, to be expressed with harmony.

"O" stands for **olu'olu**, Hawaiian meaning **agreeable**, to be expressed with pleasantness.

"H" stands for **ha'aha'a**, Hawaiian meaning **humility**, to be expressed with modesty.

"A" stands for **ahonu'i**, Hawaiian meaning **patience**, to be expressed with perseverance.

"These are the traits of character that express the charm, warmth and sincerity of Hawaiians. It was the working philosophy of our ancestors."

ALOHA 'OLI

Akaha'i e na Hawai'i	to be meek and gentle.
Lōkahi a ku like	to be of one mind and spirit, in harmony
'Olu'olu ka mana'o	to have pleasant thoughts
Ha'aha'a kou kulana	to present oneself in humbleness
Ahonui a lanakila	to have patience and persevere
Aloha e, Aloha e	Greetings of love.

November 30,1999

Honorable Daniel K Inouye
 Vice-Chairman, Hawaii
 Committee on Indian Affairs
 United States Senate
 Washington, D C 20510-6450

RE: S. 1767, a bill to reauthorize and extend the Native Hawaiian
 Education Act

E Aloha mai kakou:

My name is Moke Kim Jr. The Native Hawaiian Education Island Council of Molokai is called 'Aha Ho'okumu'. As a kako'o (assistant) to chairperson, Kupuna (elder) Anita Arce, and on behalf of the council and island, we welcome you and the members of the Senate Committee on Indian Affairs. We thank you for your aloha and kokua (service) to our island and State. We are most grateful for this opportunity to address the educational needs and concerns of our island community. E ho'omau ka hana kupo! (Continue this great work)

Although there are signs of educational progress in comparison to national and State norms, Molokai's insular and rural NH community continues to be negatively disproportionate in social and physical indicators that affect our educational aspirations. Thus the NHE Act of 1994 has enabled 'Aha Ho'okumu' to carry out some of the purposes found in Part B of Title IX of the Elementary and Secondary Education Act of 1965 and to address those educational needs that still continue to exist. For the last two years, we have strived to work in conjunction with many educational programs and related services, including those agencies receiving federal funding from these Acts. Initially, much of the time was spent in getting the State and Island Councils organized and in identifying process parameters.

Our island council has 50 members and continues to encourage maximum participation for everyone to share their thoughts (mana'o) and energies on Native Hawaiian Education. Because we are a densely insular community of 74% Native Hawaiians, 86% (43) of our island council are Native Hawaiian. This exceeds the NHE Act's requirement of 75% (Sec. 9204-f2),and ensures the categoric representation of community interests on all levels: elders, parents, and youths of all ages who are concerned with the unique educational needs that exist for Native Hawaiians from preschool through adulthood (Sec. 9203-4). It is due to this mandate that we've become very involved and apprised of the issues, needs, and activities that relate to NH education on Molokai and throughout the State. We then provide

direction and guidance to appropriate community interest groups to focus on available resources that assist with their educational efforts (Sec. 9203-2). However, without reauthorization, these efforts would diminish, as there shall always be more to learn and to share for the betterment of Hawaii.

Over the last decade, many educational programs have been impacted by the economic downturn of our State. Since the inception of the NHE Act of 1994, a program like Na Pua Noe'au for NH Gifted and Talented Children continued by supplementing and expanding its activities in collaboration with community groups and individuals (Sec. 9203-3). My own educational endeavors have benefited from such a relationship. Molokai, too, has benefited, as a satellite site for Na Pua Noe'au was opened in 1997. But two years is insufficient time to assess its impact.

Other innovative educational activities (Sec. 9203-1), such as the World Indigenous Peoples Conference on Education in Hilo, Hawaii, was and continues to be effectively memorable. Several Council members had major roles in the planning and organization of that Conference. Twenty four of the 89 NH residents that attended were Council members, half being supported by the Council and other NH agencies. The educational format used at WIPCE '99 will be incorporated into the Molokai NHE Fair, scheduled for Oct. of 2000. Also, the coordination and collaborative efforts of the Council were extended to more Kupuna, including members of 'Aha Ho'okumu, to attend workshops, training sessions and conferences on outer islands. They then returned home to share, teach and demonstrate this new knowledge, or enhanced skills, and stories with their families, local schools, community groups or individuals. The Council has also arranged for NH to site visit educational learning centers on other islands so as to assimilate the best practices into several Molokai Community Based LCs of its own. A college fair for high school Seniors on Oahu was attended by 6 NH students, supported by Council monies. Their itinerary included counseling and financial aid seminars at Kamehameha Schools. This was planned and chaperoned by a Council member. He hopes to double the group next year. Without the NHE Act reauthorization, these types of activities may not be as successful or even attempted.

Though 'Aha Ho'okumu encourages participation in the NH Higher Education Fellowship Program, only a handful has been able to attend college and earn degrees. One such recipient has recently returned home to work in our only public secondary school. We hope for many, many more! Other NH agencies that make available scholarships for higher education also experience a very small number applying for or even qualifying for such assistance due to the many historical and cultural educational risk factors. We pray that these figures can dramatically increase, if the NHE Act is extended.

There are still many educational needs to be addressed on Molokai and the Council implores you to challenge us to make that difference. An extension of this Act will afford us the opportunity to take care of our own, in a way that will have long term benefits.

The Native Hawaiian today acknowledges the importance of education, especially in this modern age, just as their ancestors did over fifteen hundred years ago. They recognize the fact that it cannot be attained in 2-3 years or a dozen or more years. They've established that education is a generation responsibility, measured by the achievements and accomplishments of each succeeding family member. Therefore the Native Hawaiian Education Act will not be considered as successful based on several years of activities and programs. It had impacted only the edge of the educational deficiencies of an indigenous people on an insulated, rural island. If anything, the Act of 1994 pointed the NH in the right direction. But, a Reauthorized Act will reduce the generational time gap and thereby prove its positive worth in the next millennium. God bless each of you. Mahalo nui loa.

aloha pumehana,



Moke Kim Jr.
kako'o, NHEIC-Molokai

			Members of 'AHA HO'OKUMU	
Po'o-	Kupuna Anita Arce*	Ho'olehua	A L/Na Puuwai	
	Kupuna Luana Hamakua*	One Aili	HHL/Na Puuwai	
	Kupuna Kaula Reyes*	Kalamaula	HHL/KS-r/KOPP	
s c	Kupuna Edna Cathcart*	Kilohana	DOE/KOPP	
	Kupuna Evan English*	Ho'olehua	HHL/KOPP	
	Kupuna Kuulei Perez*	Ho'olehua	HHL/KOPP	
	Kupuna Thomas Cathcart	Kilohana	ret/KOPP	
	Kupuna Kuulei Bell	Kalaupapa	SOH	
L	Kupuna Moke Kim Jr*	Kalae	HK	
L	Kupuna Keaka Makehanaloa*	Kaluakoi	DOE-r/HK	
L	Kupuna Rose Moreno*	Honolulu	DOE	
	Kupuna Audrey Basquez*	Ho'olehua	HHL	
	Wayde Lee*	Kaunakakai	Hui O Moomomi	
	Wahinekuipua Hanakahi*	Ho'olehua	Halau	
	Opu'ulani Albino*	Maunaloa	Punana Leo	
	-Dodie Manaba	Kaunakakai	MEC	
	-Donna Haytko-Paoa	Kaunakakai	MEC	
r v	Ron Kimball*	Kaunakakai	KSEB	
	Lefmana Naki*	Wailua	kuapa/HHLA	
tr	Bobby Alcain*	Honouliwai	kuapa/MFD	
	Nani Kawaa*	Ho'olehua	Pulama na Kelki	
	Bill Kapuni*	Kamililoa	MCVS	
	Kyno Ravelo*	Kamililoa	MCVS	
	-Ku Seitz	Kaunakakai	SOH/ Kalapuni	
	Allen Ashitomi	Kaunakakai	DOE SRS	
	Kim Helm	Ho'olehua	MEC-Pookela	
	Uilani Lima*	Kaluasha	Na Pua No'eau	
	Kekama Helm*	Kalamaula	QLCC	
	G Kuulei Tengan*	UH-Manoa	NHEA	
	Jay-R Kaawa'	Ho'olehua	DOE	
	Aulani Takastuka^	Kaunakakai	DOE/HK	
	Lorraine Aki	Kalama'ula	DOE-r	
	Blossom Kawaa	Kalaupapa	DOH	
	Henry Pali	Kalae	doe Kalapuni	
s c	Adele Lee	Kaunakakai	MHIS PCNC	
	Nalani Fujimori	Kaunakakai	Legal Aid	
	Sam Rawlins	Kapaakea	MAS-r	
	Lydia Low	Manae		
	Leah Arce	Hoolihua	MHIS	
	Milton Pa	Hoolihua	DOE-r/HHL	
	Paul Ella	Hoolihua	HHL	
	Vivian Alnoa	Kaunakakai		
	Manuwai Peters	Kalama'ula	hs Kalapuni	
	Puanani Akaka	???	Doe/Kualapuu	
	Marie Place	Ualapue	Na Puuwai	
	Malia Akutagawa	Puko'o	KKH	
	Didi Kaakimaka	Kaunakakai	KOPP	
	Ron Davis	Kapaakea	MFD-r	
	Chrystal Keoho	Hoolihua	MHIS	
	Carla Gorsich	Wailua	MHIS	

Benjamin J. Cayetano
Governor
STATE OF HAWAII



Paul G. LeMahieu, Ph.D.
Superintendent
DEPARTMENT OF EDUCATION

Kilohana Elementary School

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November 19, 1999

TESTIMONY
Reauthorization of the Native Hawaiian Education Act
Senate Bill 1767

I am in complete support of Senate Bill 1767, Reauthorization of the Native Hawaiian Education Act.

As principal of an elementary school on Molokai which has a student population of over 80% Hawaiian or part-Hawaiian children, I feel this act would positively supplement existing educational programs at our school as well as other public schools in our district. By expanding the curriculum, we can provide a variety of enriching learning opportunities for Hawaiian students, parents, and community members.

Recently, Kilohana opened a Learning Center at the school that is open to the public from 1-6:30pm, Monday to Thursday. The school's computer lab and library are now available to community members, high school students, parents, and elementary age students. The Learning Center is fully staffed and offers homework assistance, computer classes, skill building, enrichment lessons, help with research projects on the Internet, improving literacy, and a host of other enriching learning experiences. In a rural community where over 87% of students qualify for free or reduced-price meals, most families cannot afford a home computer and do not have access to technology. The Learning Center provides the facility, equipment, and instruction that would not otherwise be available to these families.

Senate Bill 1767, Reauthorization of the Native Hawaiian Education Act, will help fund Kilohana's Learning Center and similar family-based education programs around the state. My staff and I fully support this bill.

Thank you.

Stephen Petro
Principal



ALU LIKE, Inc.

Pūlama I Nā Keiki

PO BOX 870

Kaunakakai, Hawai'i 96748

TESTIMONY

**Presented to the United States Senate
Committee on Indian Affairs
Senator Daniel K. Inouye, Minority Chair**

**Hawai'i Site Hearings
on the
Reauthorization of the Native Hawaiian Education Act
Tuesday, November 30, 1999, Island of Moloka'i
Presented by
K. Nani Maioho Kawa'a**

I am, **K. Nani Maioho Kawa'a**, **District Coordinator for Maui County** of the Pūlama I Nā Keiki or "Cherish The Children" family-based project with ALU LIKE, Inc. (ALI). This is one of the projects funded by the Family-Based Education Centers section of the Native Hawaiian Education Act. (Improving America's Schools Act of 1994, P.L. 103-382.)

NEEDS

Population

The highest percentage of Native Americans reside in the State of Hawai'i compared to any other state in the nation¹. Native Hawaiians make up the vast majority of the Native American population in Hawai'i.

Native Hawaiians are the fastest growing ethnic group in Hawai'i. They represent approximately 19% of the total state population²; however, this ethnic group makes up 33% of the total births in the State³. This growth trend results in a young population, with the majority of native Hawaiians being 18 years of age or younger⁴.

An average of 6,272 Native Hawaiian births per year occurred between 1993 and 1997⁵. These births have resulted in approximately 31,358 Native Hawaiian children who are currently ages 0-5. This figure represents about one-third of all the children in the State in that age group.

Perinatal Health Risk Factors

Native Hawaiians have higher rates of health risk factors during pregnancy than do other ethnic groups in Hawai'i.

Fewer Native Hawaiian women (73.8%) begin prenatal care during the first trimester than do women in the general population in Hawai'i⁶. Of those pregnant women not receiving prenatal care until the third trimester, almost one-third are Native Hawaiian⁷.

The issue of "children having children" and the harmful effect of substance and tobacco use on the unborn fetus are also major concerns. Over 20% of all births to teenage mothers in Hawai'i are to Native Hawaiians⁸. This is twice as high as the State average of 10.1%⁹. Native Hawaiian mothers use tobacco and alcohol at higher rates than do other ethnic groups in the State.

(Table 1)

TABLE 1
Rate per 1000 Mothers Using Alcohol & Tobacco By Race of Mother
Top 5 Ethnic Groups Only - 1993¹⁰

	Caucasian	Hawaiian	Chinese	Filipino	Japanese	All Other	State
Tobacco Rate	8.6	17.2	2.2	5.5	7.7	6.9	9.6
Alcohol Rate	1.6	2.4	0.4	1.2	1.2	0.6	1.4

Economic Risk Factors

In Hawai'i, 23% of Native Hawaiian families with children under the age of 5 have median incomes below the poverty level. This compares to the overall of 11% for the State and 18% for the nation¹¹. The 1996 medial household income in Hawai'i was \$41,772¹². Incomes of Native Hawaiian families with children under 6 years of age average 80.85% of the State medial income, or \$33,773. Of those Native Hawaiian families with both parents present in the home, the medial income is 98.56% of the State, or \$41,170, while incomes of Native Hawaiian families with no husband present average 68.55% of the State medial income¹³, or \$28,635.

The percentage in Hawai'i for all families with children under 6 and no father present is 10.5%, while the percentage for Native Hawaiian families is 12.7%¹⁴. In only 31.2% of the families served by the Pūlama I Nā Keiki Project in FY 1997-1998 were the parents married¹⁵. Native Hawaiian families are also larger than others in the State, with an average of 4.07 persons compared to an average of 3.48 persons for other families in the State¹⁶.

In summary, Native Hawaiian families with children are larger, the parents are less often married, and they have lower incomes than do families in the general population.

Educational Risk Factors

A large percentage of young Native Hawaiian children are educationally at risk and are not receiving services.

Based on analyses of the Peabody Picture Vocabulary Test, approximately 50% of Native Hawaiian children measured at entry to kindergarten are educationally at risk¹⁷. Approximately 52% of at-risk Native Hawaiian preschool aged children are not receiving services¹⁸.

Consequently, a higher percentage of both female and male Native Hawaiians aged 25-34 have less than a high school degree compared to the general population. (Table 2)

Table 2

PERCENT ADULTS WITH LESS THAN HIGH SCHOOL DEGREE¹⁹
Ages 25 - 34

	Native Hawaiians	State of Hawai'i
Male	14.4%	8.6%
Female	13.4%	8.5%

The First Five Years Last Forever

A child's chance of success begins even before he/she is born. "The first window of opportunity for a child's learning begins in the womb."²² This is the time in parenthood when there is the most chance to have a direct and formative effect on the child's developing brain. A mother's emotions, general habits, and her environment affect the fetus.²³ This is why it is so important to work with families as early in pregnancy as possible.

Recent research in brain development confirms the significance of a child's first five years. What happens to an infant in the early weeks of life actually changes the physical structure of the brain. Early brain activity results in an explosion of learning that occurs after birth. Deprived of a stimulating environment, a child's brain suffers. Touch and play develop both cognitive and emotional systems in the infant's brain²⁴. These data underscore the importance of hands-on parenting, talking to the infant, finding time to cuddle, and providing the infant with stimulating experiences. Research shows that parents who read and talk to their children each day create a strong foundation for future academic success²⁵.

In summary, a positive and stimulating interactive environment provided by parents (the child's first teachers) has been shown to reduce child abuse and neglect, reduce reliance on welfare assistance, reduce the need for special education services, and prevent the child from committing later crimes.

1. Kamehameha Schools/Bishop Estate Native Hawaiian Education Survey, 1993

2. Native Hawaiian Data Book, 1996 - page 14

3. *ibid*, p. 64

4. *ibid*, p. 71

5. State of Hawai'i Department of Health, February, 1998

- 6 Native Hawaiian Data Book, 1996, page 329
7. *ibid*, p. 352
8. *ibid*, p. 353
- 9 *ibid*, p. 353
10. *ibid*, p. 343
11. Kamehameha Schools/Bishop Estate Report, 1994
- 12 State of Hawai'i Department of Business & Economic Development Information, 1996
13. Native Hawaiian Data Book, 1996, page 492
14. *ibid*, p. 58
- 15 ALU LIKE, Inc Pūlama I Nā Keiki, Annual Evaluation Report, 1997-1998, page 6
- 16 Native Hawaiian Data Book, 1996, page 58
17. Kamehameha Schools/Bishop Estate Report, 1994
- 18 *ibid*.
19. *ibid*.
- 20 The National Education Goals Panel, page 10
21. 1997 Hawai'i Kids Count Data Book, page 20
22. Lisa A. Foster, Education For The 21st Century: The Human Brain & Learning Presentation, 1999, page 5
- 23 Marian Diamond, The Magic Trees of the Mind, 1998
24. State of Hawai'i Department of Health, Maternal & Child Health Branch, Achieving Good Results For Young Children and Families Report, 1998, page 3
- 25 *ibid*.

EDUCATION GOALS

The importance of servicing the 0-5 population is recognized by The U.S. Department of Education in its Goal 1, which states that all children will enter school ready to learn. Additionally, the Native Hawaiian Education Program (FY 2000) Goal 1 states that Native Hawaiian students served by this program will enter school ready to learn. This proposal is directly in line with both of these goals.

PROGRAM DESCRIPTION

In 1996 a Partnership of 14 agencies came together to develop a concept design and plan for the continuation of family-based services which were then being provided by Kamehameha Schools, Bishop Estate (KSBE). On October 1, 1997, the Native Hawaiian Family-Based Education Centers Project was successfully transferred from KSBE to ALI under the title, Native Hawaiian Family-Based Education Service Partnership Project. This project is now known by its Hawaiian name, Pūlama I Nā Keiki. Partner members and their local counterparts continue to work closely with the Pūlama I Nā Keiki administrative and site staff on coordinating services to maximize resources and provide appropriate services to as many families as possible.

The current Pūlama I Nā Keiki Project is a family-based education project for families with children (ages 0 to 5) of Hawaiian ancestry. By September 30, 1998 the Pūlama I Nā Keiki project had increased the number of families served from 228 to 496. It is predicted that by the end of this grant (September 30, 2000) over 800 families will have been served.

The current ALI Pūlama I Nā Keiki project services families on five islands from 12 sites as listed below.

Current Pūlama I Nā Keiki Sites

O'ahu**Windward District**

Ko'olauloa Office
Ko'olaupoko Office

Leeward District

Wai`anae Office
Ewa/Waipahu Office

Honolulu District

Honolulu Office

Maui

Central Maui Office
Hana Office

Moloka'i

Kaunakakai Office

Kaua'i

Lihu'e Office

Hawai'i

Kona Office
Waimea Office
Hilo Office

The philosophy is to begin as early as possible, so we are targeting prenatal entry. We will also take families with children up to 6 months of age. The project's mission is to enable parents to provide their children with the best possible opportunities to support school success. Parents play the most important role in how well their children perform in school. This is true even before birth. The program provides families with support, guidance, and assistance in developing knowledge, attitudes, and behaviors that foster children's development and desire to learn.

The program is designed to help families make a child's early learning as successful as possible in order to provide a foundation for his/her future success in school. To achieve this, the program offers a wide range of educational services to families. Services are provided by paraprofessionals, called Parent Educators, who receive extensive training in utilizing the program's curriculum and tools.

Services provided to families by community-based Parent Educators include home visits, workshops, and parent/toddler group activities. The primary means of program delivery, however, is one-to-one home visits, which prove to be an effective way of individualizing the curriculum to better serve the family. The major focus of the Pūlama I Nā Keiki program is given to the 0 - 3 age group.

One of the most important aspects of being "ready" for success in school is the ability to get along with others. The Parent Educators provide this opportunity in Parent/Toddler groups. These groups give both the child and caregiver a chance to interact with other children and families while building relationships. The group environment offers diverse experiences and assists in socialization skills, communication skills, and self-help for children and parents.

Parent Educators play an active role in assisting families to enroll their children in preschools, especially those of partner organizations such as KSBE and `Aha Pūnana Leo. Preschool opportunities are rather limited in many areas, so staff assist children not enrolled in a center-based preschool in finding other types of preschool-aged activities. Project staff conduct limited parent/child group sessions for this age group.

Curriculum

The Pūlama I Nā Keiki curriculum currently has two parts: 1) prenatal/perinatal and 2) infant/toddler. Both phases emphasize the application of knowledge and skills that result in healthy

mothers, babies, and children; on-target child development; and overall school readiness. Whenever possible, Hawaiian culture and values are reflected in, and integrated into, the practices, environment, and activities of the curriculum. Such curriculum materials include a Hawaiian style quilt, or “kapa,” which is made by the family during the prenatal period to prepare for the baby’s arrival. In the process of making the kapa, the families have an opportunity to discuss their beliefs, their hopes, and their worries with the Parent Educator, and the Educator, in turn, can share information about the important role of the family.

INVESTMENT IN PREVENTION

The RAND Corporation has recently published an economic evaluation of early childhood intervention programs. The study sites programs that have shown IQ differences between some early intervention program participants and controls to be 10 points or more¹. In addition, RAND has conducted an economic evaluation of a prenatal/early childhood program that extrapolates the results of the 15-year follow-up study to estimate cost savings generated by the program. This study identified governmental costs and governmental revenue increases associated with the intervention. Non-governmental benefits were also identified. These are itemized below²:

Annual Governmental Costs

- Cost of ER visits
- Welfare costs (ages 0-5)
- Jail (Mother)
- Jail Child (ages 12-15)
- Criminal Justice system (ages 19-44)
- Loss to crime victims

Governmental Revenue Increases

- Increased Taxes paid by employed family
- Increase taxes paid by working child - adult

Non-Governmental Benefits

- Tangible costs of crimes that would have been committed
- Extra income by families (not just taxes)

The RAND study showed a 4 to 1 savings in governmental funds for families with single mothers. The non-governmental savings to families with single mothers is estimated to be \$6,000, and \$3,000 for married families³.

The following savings for the Pūlama I Nā Keiki program are based on the RAND estimates:

Annual Project Funding
\$3,000,000 (FY1990)

Total Families
800 (by 9/2000)

Cost per Family
\$3,750

Number of Non-married Families: 550
(68.8% of project families by 9/30/98)

Number of Married Families: 250

ESTIMATED ANNUAL PROGRAM COST BENEFIT

	Program Cost	Gross Savings	Net Savings
Governmental Funds	\$ 3,000,000	\$ 8,250,000 ^a	\$ 5,250,000 ^b
Non-governmental Funds	0	\$ 4,050,000 ^c	\$ 4,050,000
TOTAL	\$ 3,000,000	\$12,300,000	\$ 9,300,000

a. \$3,750 cost per family x 4 (estimated savings) = \$15,000; \$15,000 x 550 single mother families = \$8,250,000

b. \$8,250,000 - \$3,000,000 (yearly cost) = \$5,250,000

c. \$6,000 non-governmental savings x 550 single mother families = \$3,300,000; \$3,000 non-governmental savings x 250 married families = \$750,000. \$3,300,000 + \$750,000 = \$4,050,000

1. Lynn A. Karoly, Peter W. Greenwood, Susan, S. Everingham, Jill Hoube, M. Rebecca Kilburn, C. Peter Rydell, Matthew Sanders, James Chiesa, Investing In Our Children: What We Know and Don't Know About the costs and Benefits of Early Childhood Interventions. The RAND Corporation, 1998, page xvi
2. *ibid*, pp 123-129, 97
3. *ibid*, p. xvi

SPECIFIC ISLAND INFORMATION

Pūlama I Nā Keiki has one site in Kaunakakai which currently serves 40 families. The project began on Moloka`i in the Fall of 1992, and came under Alu Like auspices in October, 1997. We are only now beginning to see the results of the program.

Moloka`i has a high poverty rate. Residents of Moloka`i are at high risk for poor health, family dysfunction, and low educational achievement.

According to the 1990 U.S. Census, the Moloka`i resident population was 6,717. Native Hawaiians made up 49% of the population. The unemployment rate was near 16.9% in July 1998 (compared to a 1990 rate of 2.8% for the State). Many people depend on public assistance and supplement their income by subsistence cultivation, hunting, gathering and fishing.

It was reported that 33.1% of pregnant women on Moloka'i from 1989 to 1994 have had inadequate prenatal care and 38.6% of the births have reported medical risks. The Women's Health Center midwives have noted that women in their 40's are no longer giving birth. Instead, it is the children of these women who are having babies.

According to the Moloka'i Women's Health Center, about 70% of the births are Hawaiian or part-Hawaiian infants. Their statistics show:

Fiscal Year	Total # of Births	Babies - Hawaiian	Eligible for Program
7/1/97 - 6/30/98	94	64	31
7/1/98 - 6/30/99	100	76	36

How is Pūlama I Nā Keiki impacting health risks?

Pūlama I Nā Keiki is one of two programs (other than the Women's Health Center) that provides prenatal education. Pūlama I Nā Keiki staff members taught classes at Moloka'i High School to reach pregnant teens & teen mothers. Pūlama I Nā Keiki arranged for hospital tours and other classes with the Women's Health Center, the Department of Health and Na Puuwai, Moloka'i's Native Hawaiian Health Organization. After a nutrition class on "Making Healthy Snacks Using Foods I Get From WIC", a 14-year-old teen mom remarked how she is going to eat the cereal trail mix instead of 5 candy bars when she gets home from school.

How is Pūlama I Nā Keiki impacting family dysfunction?

Healthy Start of the DOH System reported that 49% of the screened population was identified as at high risk for child abuse and neglect. Pūlama I Nā Keiki made referrals to Healthy Start and other appropriate agencies for families with abuse, neglect, or developmental delay issues. We often collaborate and case manage with other agencies to avoid duplication of services.

How is Pūlama I Nā Keiki impacting low educational achievement?

1) Transportation has been a barrier in accessing learning opportunities. There is no public transportation on island. Funding has enabled our program to have a staff vehicle to do outreach for families in the outlying areas in East End and Maunaloa who cannot make the 20-mile one way trip into town. We have been able to take our teen moms to the Bishop Museum Kahoolawe Exhibit at the Meyer Museum. We have been able to provide rides to and from several educational group activities. We have been able to rent a bus for special excursions and to provide some children with their first experience of riding on a bus.

2) There are only 5 preschools with approximately 80 - 90 openings, mainly for 4- year- olds. One is closing at the end of the year. There is a gap in educational services for 2-3 year olds on Moloka'i. When a child is almost 18 months old, we encourage the parents to bring the child to playgroup. When the child is almost 3 years old, we work with the parent to enroll in a preschool. Though we focus on children 0-3, we can follow the children until they are 5 years old. This helps to meet some of the needs of the gap group.

3) Moloka'i was ranked 3rd in the state's percentage of adults (18 years and above) with high literacy needs in 1988 - 1989. In comparison to the State's percentage of 19%, Moloka'i was at 42%. (High literacy needs were defined as not being able to read above the 8th grade level).

We know from recent brain research that the years from birth through age 3 are the most opportune time for learning language. In an interview of one of the preschool teachers, she noticed that the Moloka'i children were considered "at-risk" because their scores were below the national average when tested by the Peabody Picture Vocabulary Test. The teacher also shared that language is an indicator of success in school.

To promote literacy, we encourage our parents to read to their child every day. Parent educators help parents to make homemade books with stories about themselves or their family. We encourage families to write their observations about their child on a program form at each home visit.

We made an exception to our "first or second child" limit for a mother that asked to be in our program. This mother has 2 children who had language delays when they entered preschool. Though their preschool teacher saw improvements by the end of the school year, their language skills remained low. We hope to see different results with a third child, since we will be able to work with him until he is 5.

4) Enrichment opportunities for early childhood education are either limited or not available on island. In a phone conversation with the Moloka'i librarian, there is "StoryTime" for children in our age group but it is only available on request. Funds from our program made it possible to bring an off-island person to do a puppet show and to teach a puppet making workshop. We are able to offer supplies and materials to families for enriched experiences that they may not be able to afford or that they were unaware of. For example, we were able to purchase cinnamon and other spices to make a Scented Playdough. Most families could not afford the spices so it was a treat to work with the playdough. Unsweetened Kool Aid was another novelty item that could not be purchased anywhere on the island. We were able to purchase the KoolAid off island and give it to the parents to do a batch of playdough to provide another sensory activity. We have been able to provide parents the opportunity to laminate their homemade books and to put a spiral binding on them.

5) On Moloka'i, 20% of adults 18+ years do not have a high school diploma. The Parent Educators help teen parents set goals to stay in school and to complete high school. We help the teens figure out how they will care for their children and reach their educational goals. Almost 90% of the teens that we have worked with have completed high school. One teen mother became interested in Early Childhood Education after being in the program. She is currently enrolled at Maui Community College and is working full-time in a preschool.

Early experiences help to determine brain structure, thus shaping the way people learn, think, feel and behave for the rest of their lives. Healthy brain development is not just cognitive development. The brain controls perceptions, feelings, interpretation and response. As previously mentioned, the work we have been doing is just beginning to show results. Continuing funding for our program is comparable to a young plant that is beginning to root. When given a little more nourishment and

time for its root to be stronger, the plant will not need as much care as it first did and will be more able to sustain life on its own.

CONCLUSION

Investing in early childhood education for Native Hawaiian children is an investment in Moloka`i, Hawai`i's future and the future of the United States. As more children and families participate in early intervention programs, fewer resources will be needed down the line. Providing the youngest members of society and their families opportunities to succeed in the future and become productive and self reliant is a goal we all share. This is why reauthorization of the Native Hawaiian Education Act is so important

Thank you for inviting me to present testimony today.

November 29, 1999

Honorable Senator Inouye, Members of the U.S. Senate Committee on Indian Affairs, and Senate Staff,

On behalf of the Department of Education's Hawaiian Language Immersion Schools on Moloka'i, please accept my thanks for allowing me to present testimony on S.B. 1767 regarding the re-authorization of the Native Hawaiian Education Act.

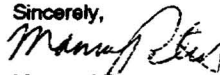
My name is Manuwai Peters, educator in the Hawaiian language immersion program since 1992. I have been associated with this program as a teacher, curriculum developer, and most recently, as project director for Ku Luma Pio 'Ole, a Hawaiian Language Immersion teacher training and curriculum development project being funded by the Native Hawaiian Education Act. Currently, I am the seventh grade teacher in the Hawaiian Language Immersion Program at Moloka'i High and Intermediate School.

I am in full support of S.B. 1767 to re-authorize the Native Hawaiian Education Act for the following reasons:

1. Native Hawaiian Education funding has increased the number of speakers of the Hawaiian Language through the support of both private and public Hawaiian Language immersion schools.
2. Native Hawaiian Education funding has increased the number of certified teachers , of Hawaiian ancestry.
3. Native Hawaiian Education funding has increased the pool of certified teachers for the Hawaiian Language Immersion Programs statewide.
4. Native Hawaiian Education funding has provided teacher in-service training to Hawaiian Language Immersion teachers statewide to align state standards.
5. Native Hawaiian Education funding has increased the number of Hawaiian Language Immersion curriculum resources in the areas of science and math.
6. And finally, and on a personal level, as a scholarship recipient during graduate school, Native Hawaiian Education funding has enabled me to complete a Master of Arts degree at the University of Hawai'i and state teacher certification requirements at Chaminade University of Honolulu.

Kanaka Maoli and public and private agencies serving Kanaka Maoli have made great and significant gains in education as a result of this Act. We honor the Hawai'i Congressional delegation and the Committee on Indian Affairs for ensuring the Act's survival up to this point and extend our appreciation to this committee as it works to ensure the Act's continuance in the future. Mahalo for accepting this testimony.

Sincerely,



Manuwai Peters
Hawaiian Language Immersion
Secondary Teacher, DOE

TESTIMONY BEFORE THE U.S. SENATE COMMITTEE ON INDIAN AFFAIRS

In support of S. 1767 - REAUTHORIZATION OF THE
NATIVE HAWAIIAN EDUCATION ACT

KULANA 'OIWI HALAU
KALAMAULA, MOLOKAI

Tuesday, November 30, 1999
9:30 a.m.

TO THE REPRESENTATIVES OF THE U.S. SENATE COMMITTEE ON INDIAN AFFAIRS AND THE OFFICE OF THE HONORABLE SENATOR DAN INOUE, MAHALO NUI LOA (THANK YOU VERY MUCH) FOR THE PRIVILEGE GIVEN TO EXPRESS OUR MANA'O (IMPORTANT BELIEFS/FACTS) ABOUT THE FUTURE OF THE NATIVE HAWAIIAN EDUCATION COUNCIL (NHEC) OF MOLOKAI.

MY NAME IS ANITA ARCE, PRESIDENT OF THE NATIVE HAWAIIAN EDUCATION ISLAND COUNCIL. SINCE 1996, THE NHEC FOR MOLOKAI, KNOWN AS AHA HO'OKUMU, HAS INCREASINGLY DEVELOPED ITS SUPPORT BASE TO INCLUDE FORTY-FIVE MEMBERS FROM OPIO (YOUTH), MAKUA (19 TO 55) AND KUPUNA (ELDERLY 60 YEARS AND OLDER) OHANA (FAMILY) TO DELIVER AND PROVIDE CULTURAL, HEALTH AND EDUCATIONAL RESOURCE AND SUPPORT SERVICES TO A 3,832 OR 2.37% POTENTIAL NATIVE HAWAIIAN POPULACE ON MOLOKAI.

UNTIL SUCH TIME THAT THE NATIVE HAWAIIAN EDUCATION ACT (S. 1767) IS REAUTHORIZED, COUNCIL MEMBERS MUST CONTINUE TO CORRELATE AND COLLABORATE WITH OTHER NATIVE HAWAIIAN AND LOCAL

COMMUNITY ORGANIZATIONS AND AGENCIES TO PROVIDE QUALITY SUPPORT SOCIAL, HEALTH, CULTURAL AND EDUCATION AS BEST AS WE CAN. IT HAS BEEN DIFFICULT TO HAVE TO COMPROMISE, MEET OR LIMIT SOME OF OUR PEOPLE'S NEEDS -- SENIORS (KUPUNA) WHO ARE UNABLE TO PAY FOR MEDICATION; YOUTH AND PARENTS WHO MUST STRUGGLE TO AVAIL THEMSELVES OF EXCELLENT WORKSHOPS; RESTRICTED PARTICIPATION AT RETREATS AND CONFERENCES, AND SMALLER ATTENDANCES AT CULTURAL WORKSHOPS TO INDIVIDUALS, FAMILIES AND GROUPS

AHA HO'OKUMA HAS HAD TO DEPEND ON COLLABORATION AND COMPROMISED RESULTS AT ALL LEVELS. IT IS VITAL THAT FUNDS BE MADE AVAILABLE TO MEET SO MANY OF OUR COMMUNITY NEEDS. NHEC CURRENTLY HAS A REQUEST TO FINANCIALLY ASSIST TEN OPIO (YOUTH) WHO HAVE BEEN OFFERED AN OPPORTUNITY TO ATTEND THE "SEE WASHINGTON CLOSE UP" GOVERNMENT STUDIES ADVENTURE. AT \$1,700 PER YOUTH, FAMILIES AND FRIENDS ARE STRUGGLING TO MAKE THESE CHILDRENS' HOPE A REALITY.

THE ABOVE EVENT AND THE CONTINUING NEED FOR AHA HO'OKUMA TO MEET OTHER SUCH REQUESTS THROUGHOUT THE YEAR CANNOT OVER-EMPHASIZE THE IMPORTANCE OF FUNDING.

WE ASK YOUR KOKUA (HELP/SUPPORT) IN THE REAUTHORIZATION OF S. 1767 TO HELP SENIORS WHO CANNOT MEET MANY OF THEIR MEDICAL COSTS; NATIVE HAWAIIANS IN THEIR PLIGHT FOR HOUSING; YOUTH WHO ARE BOUND

BY FINANCIAL LIMITATIONS; AND NATIVE HAWAIIANS WHO LACK SUFFICIENT OPPORTUNITIES TO ATTEND CULTURAL AND OTHER EDUCATION WORKSHOPS SO THAT THEY CAN IMPROVE THE QUALITY OF THEIR LIVES....SO THAT FAMILIES CAN CONTINUE TO NURTURE THE SPIRIT OF ALOHA IN A WORLD THAT SHOULD CONTINUE TO CHERISH, HOLD AND HONOR, PRIDE, INTEGRITY AND DIGNITY AS ITS MOST PRICELESS COMMODITIES.

MAY THE LORD CONTINUE TO BLESS AND BE WITH ALL OF YOU IN YOUR DELIBERATIONS AND SHOWER YOU WITH THE ALOHA (LOVE) AND MALAMA (CARE) OF YOUR PEOPLE AND NATION. MAHALO NUI LOA.

To: Unit d Stat s S nate Committee in Indian Affairs
 Senator Daniel Inouye Minority Chair

From: Luana Elizabeth Palapala Hamakua
 P.O. Box 1283
 Kaunakakai, Hawai'i 96748

November 26 1999

Testimony of Luana E. Hamakua

My name is Luana Elizabeth Akana Palapala Hamakua, my husband is Joseph Kimokeo Hamakua and we raised all 10 of our children on homestead land.

The value system is important when practiced in every family household. It is universal and can be seen in all cultures.

The values in the Hawaiian household plays a very important role. It is the driving force that binds, protects and strengthens the 'ohana (family) system allowing all individuals involved to become strong in thought, mind and body. It will make strong their independence as they persevere in their life.

Recognizing the strengths in values and incorporating them within the stages of a youths growing life will definitely benefit and strengthen them. I see the struggles of our Hawaiian youth in the high school system where special education has tripled to quadruple in numbers. Why is that? We strive to live in a western society where cultural values differ yet we still strive and some of us **not all** will easily fall on the way side.

We are indeed a special race of people who possess a great aloha and respect for the 'aina which provides us sustenance, a chance to raise our family and a opportunity to live within its balance.

This is my mana'o or thoughts on how cultural values are important. Mahalo.

25 NOV 23 5:18:28

Ka 'Ohana (The Family)

The 'ohana (family) in our household consisted of na makua (parents), na keiki (children), sometimes tutu and aunties and uncles, at least that's how it was when I grew up in the Palapala household.

Our makua (parents) stressed a lot of values which in turn was important to pass down to our children and we see it carried on in the raising of their children. Values of ho'ihi (or to respect) the value of life was practiced. Respecting people especially those that were older, respect for the 'aina (land) which gave us sustenance, respect for all things which surrounded us. Respect and ho'omaika'i (gratitude) was practiced a lot in our home. It was important to be thankful in everything received. The older children helped out in the raising and caring of the younger siblings while dad worked and mom took care of the home. There was 8 of us children and with a full dwelling meant for us to hana (work) with great meaning, working in lokahi (unified effort) and laulima (cooperation) meant that the hana would be done. To hana (work) without being asked, to take care of kuleana (responsibility) even when it meant doing it alone whether around the house when working the 'aina (land) or within the community was important. We were never known to be lazy workers. Every one of us while growing up had a hana (work) and by kokua (helping) were we able to learn of service to our extended 'ohana (family) and neighbors. Ho'omana (religion) was important to our makua (parents) in the raising of us children, we went to church every Sundays, amongst other church activities that we were involved with. I remember the values of nana, ho'olohe, pa'a ka waha, a'o (to observe, listen, close the mouth, learn) and than ninau (or ask the questions) when needed to perform any hana (work) was also practiced.

We had and still have a great aloha for mele (music). Our family loved music and this I saw growing up and can be

seen in my children and in their children. It was my parents who made time to display instruments and singing within our home. I remember whenever there was music being shared within the immediate as well as the extended 'ohana (family) meant such happy moments I will never forget.

It was my father who showed us great ahonui (patience). If there was any discipline to be done, it was done with caring and guiding words. It was mother who kept us going on the right track even if it meant a little physical discipline. As children, we had our share of being kolohe (rascal or naughty) but we strived really hard to make choices that would preserve our family's good name.

Aloha (love) was our foundation. It was our strength to strive as an 'ohana (family) as well as a comforter when we were at our lowest. It's deep meaning of love was always held with high regards and pride. Possessing aloha meant loving not only your 'ohana (family) but recognizing and loving your neighbor as well as the visitor. Aloha meant living in harmony with everything and everyone involved. Because of imperfect situations in life there were times of disharmony and when there was an imbalance within the 'ohana (family), it was important to make things right. My mother was strong with keeping things in balance and so the practice of ho'oponopono was a way of making the path smooth again.

*Ma Keaisha Pimelana
Mauna E. Puleaia Hama'ua*

U.S. Senate Committee on Indian Affairs
SB 1767, to reauthorize the Native Hawaiian Education Act
Written testimony in support of the Act
November 28, 1999

My name is Victoria Newberry and I teach fifth and sixth grade at Kualapuu School. Thank you for providing Molokai residents with the opportunity to testify on the reauthorization of the Native Hawaiian Education Act. In doing so you show your interest in our future by listening to us speak about the education of those who are our future. I am submitting testimony both to express my gratitude for your past support and to ask you to continue to campaign for legislation that will help us provide our young people with the educational opportunities they deserve.

The school community I serve is not unlike others on Molokai. Kualapuu is rural with the average median household income at \$27,174. This falls far below the state median of \$38,829 (1990 census). Six percent of our school community members are college graduates, while 35.3% have not finished high school. In 1998, 78.4% of our children received free or reduced lunch and 9.3% were in Special Education programs. We serve the Hawaiian Homestead lands of Hoolehua and Kalamaula and 82.2% of our students are Hawaiian or part Hawaiian. Of our special education students, 90.9% are Hawaiian or part Hawaiian. At Kualapuu we consider ourselves lucky. We meet state standards for adequate classrooms, even though we fall in the inadequate range for our library and in the marginal range for our cafeteria/auditorium and administration facilities. Our campus is large and spacious. It provides a safe and nurturing environment for children.

Academic performance as measured in the statewide testing program shows our students fall far below national norms in both reading and math. However, we have seen some positive upward trends in the past two testing periods, especially in reading. Our students did exceptionally well in the new open-ended test format. I feel we are making many positive changes on our campus that will help our students to become successful adults.

This is the data, but data only tells a part of our story. The data shows that our students come to us with many disadvantages. I want to share a few of the programs on our campus that I think are beginning to make a difference. These programs all benefit directly or indirectly from the Native Hawaiian Education Act.

Kualapuu houses the K-6 Hawaiian Language Immersion Program. It is somewhat like having a school within a school. We all benefit from having a bilingual campus. We are exposed to two languages, and a Hawaiian cultural perspective on curriculum. This program enriches our school environment and gives everyone pride in the Hawaiian heritage. We need to ensure the necessary funding is maintained.

We have other innovative programs at our school. I'd like to tell you about two that I am directly involved with: PRISM (Providing Resolutions with Integrity for a Sustainable Molokai) and Ka Hoomohala Nuukia Molokai. PRISM is in its fourth year. Students in the fifth and sixth grade select issues on Molokai that they are interested in helping to resolve. They collect primary source information on all sides of the issue and then collect data to help them develop a plan of action to resolve the issue. Each year

the students host a symposium where they share their research with the community and ask for support for their action plans. This year the students are focusing on issues of solid waste management. Last spring PRISM was selected to receive the Busch Gardens Environmental Excellence Award for having the most outstanding environmental education project in North America. PRISM demonstrates that our students can be successful when the curriculum relates to their interest and challenges them to excel. As a result we are seeing positive changes in student behavior and work habits. Our second project includes students from all five schools on Molokai. Ka Hoomohala Nuukia Molokai is a youth visioning project. Twenty students gathered last summer to write a vision and goals for their future. They plan to reconvene this summer to establish benchmarks and action plans. In both of these programs, students are spending long hours after school and on weekends to insure success. Our students have spoken at conferences in Honolulu and Atlanta, Georgia. They traveled to Florida to receive the Busch Gardens award. Four PRISM students participated in an international youth summit in Kyoto, Japan this year. Our children believe they can make a difference and they know that in order to make changes they have to pursue a quality education. As a teacher I want to be sure we can afford to continue to provide our students with exciting opportunities that challenge them to reach their potential.

I have lived on Molokai for ten years and I have never felt such a sense of optimism as I have in the past year. From the State Championship basketball team, to the Enterprise Zone designation, to the national award given to PRISM, there has been so much to celebrate. Some people say that this means it is time for Molokai to stand on its own and that help from the federal government is no longer necessary. I can't think of anything that is further from the truth. A time of great hope and promise is not the time to withdraw support. We are on the brink of fulfilling a promise. It is time to make even greater efforts to create a lasting change.

Thank you.



30 NOVEMBER 1999

TO THE U.S. SENATE COMMITTEE ON INDIAN AFFAIRS

RE: S. 1767 - Extension of Native Hawaiian Education Act

My personal involvement with the Hawaiian voyaging canōe has been diverse. I have been very fortunate to help build models, sail and work on the building of voyaging canoes. For this I am very grateful, because even though I was raised in a traditional Hawaiian lifestyle, for the time spent with the voyaging canoes has brought to me vast knowledge, both ancient and modern, along with increased pride for my culture.

The Molokai Voyaging Canoe Society is giving me the opportunity to continue to grow in my knowledge coupled with the important task of sharing this knowledge with the next generation.

We trust that the U.S. Congress will continue to support the endeavors of the Hawaiian people's passionate drive to maintain and rediscover their culture. Mahalo

Sincerely in trust,

Bill K. Kapuni

President

MOLOKAI VOYAGING CANOE SOCIETY

The purpose of the Molokai Voyaging Canoe Society is to provide the island of Molokai communities with a voyaging canoe program that will become the catalyst for developing cohesion and pride among the people of Molokai. This will be accomplished with the implementation of educational and recreational programs that will teach families the cultural history as well as the process of building, maintaining, and navigating the Hawaiian sailing canoes.

The canoe and the wa`a hale will serve as learning centers to educate Molokai's youth and their families about the history, construction, and navigation of Hawaiian voyaging canoes. A comprehensive curriculum will be developed to teach the fine aspects of wood working, lashing and weaving aha (rope), Ancient Polynesian navigation as well as modern celestial navigation, Knowing the Hawaiian words for the parts of voyaging sailing canoes, and above all the Hawaiian culture and protocol that is associated with voyaging canoes.



Molokai Voyaging Canoe Society

Vision Statement

The Molokai Voyaging Canoe Society, a non profit organization founded in 1995, is dedicated to the preservation and reinstatement of the Hawaiian voyaging cultural traditions and values for the benefit of the Molokai community and the sailing legacy of the world.

Purpose

To provide an opportunity for the Molokai community to share and learn all aspects of Hawaiian culture through the process of building, maintaining, and navigating the Hawaiian double-hull voyaging (sailing) canoe, 'Mo'ō Ke Kai.

Focus

The primary focus of this project is to build a 62 foot double-hull voyaging canoe or "wa'a kaula."

During the construction process, the Hawaiian cultural traditions will be woven into various educational and hands-on programs.

Results

The community and public will be engaged in learning about the Hawaiian protocol that existed within the ancient ocean voyaging Hawaiian communities.

The results expected are:

- a 62 foot voyaging canoe
- a unified community
- cultural pride
- family preservation
- a drug and alcohol free environment

The programs will bring together the Molokai Kupuna in the...

- arts
- canoe building
- chant
- fishing
- hula
- navigating
- and wood craftsmanship

Individuals will come together to work on the canoe and an apprenticeship curriculum will be established that will facilitate the teaching of skills and talents to Molokai's youth and families.



By attending monthly meetings, all members have voice through a democratic process and will play an active role in the direction of the organization. The public is welcome to attend all meetings.

The Molokai Voyaging Canoe Society is concerned with the passing away of many of our Kapuna taking with them the ancient Hawaiian stories and cultural ways. As well our youth seem to be more interested in emulating "the boys in the hood" from television than they are in carrying on Hawaiian culture and tradition. There doesn't appear to be a "vehicle" or consistent focal point that allows for the Kapuna to share and the youth to discover their heritage. As was stated earlier, the construction of the double hulled voyaging canoe Mo'o O Ke Kai and later the sailing of it, will allow for Hawaiian cultural traditions to be woven into various educational and hands-on programs for the community of Molokai.

The initial population is the community of Molokai as a whole and later, visitors and others that the canoe comes into contact with. As the canoe will likely be the first structure in Malama Cultural Park there is a secondary potential population of visitors to Molokai; many of whom come to this island looking for authentic Hawaiian culture.

Goals and Objectives:

The Molokai Voyaging Canoe Society goals are as follows:

- i) To construct a 62 foot double hull voyaging sailing canoe (the Mo'o O Ke Kai) as a means of engaging in, promoting and encouraging participation in Hawaiian culture.
- ii) To provide education and instruction in Hawaiian culture through sailing and navigating double and single hull sailing canoes and related activities leading to better citizenship and preserving the knowledge and understanding of Hawaiian history, culture and language.
- iii) To foster, encourage and promote interest in the science of sailing double and single hull canoes and interaction with inter-club and inter-island sailing canoes.
- iv) To provide an cultural environment that can lead to a sense of pride, family preservation and ultimately to a unified community.
- v) To work together in a multi-generational, drug and alcohol free environment that will lead to healthy minds and bodies while building and sailing the Mo'o O Ke Kai.

This is more than the physical and mechanical aspects of building a voyaging canoe. The building of this canoe is a means of learning the historical, cultural and linguistic significance of each element of construction. Hawaiian ceremonial protocol will be demonstrated. To this end we have as not only a technical advisor but a Hawaiian cultural advisor, Keola Sequiera, Master Voyaging Canoe Builder. It is estimated that from start to finish the construction of the canoe will take approximately three years to complete. The other goals and activities will be accomplished during the journey through the process of building the canoe. At this early stage of the project it is difficult to be more precise than that.

Thus far we have had limited financial resources and much volunteer help. We will continue to fund raise and seek out grants so that we may continue in the quest to build the Mo'o O Ke Kai and to offer it as a teaching tool for the community of Molokai. We have estimated the cost of building the Mo'o O Ke Kai canoe and the canoe hale to be approximately \$300,000.00.

November 30, 1999



Ka Pūnana Leo

**Kamere Kanani,
Palahele**

**Byron Fildner Cleland,
Kōkaʻi/ʻŌloa,**

**Laila Makana Kama,
Haga Pūhāhāne**

Larry Kapan

Maui Kapa Kapa

Neil Davidson

William H. Kapa

**Miriam Huihu,
Lana Huihu**

**William Kapa,
1441 Waialeale Drive
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**William Kapa,
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Honolulu, Hawaii 96813**

**William Kapa,
1441 Waialeale Drive
Honolulu, Hawaii 96813**

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**William Kapa,
1441 Waialeale Drive
Honolulu, Hawaii 96813**

Senator Inouye
Committee on Indian Affairs
Prince Kuhio Federal Building
300 Ala Moana Blvd. Rm. 7212
Honolulu, Hawai'i 96813

Honorable Senators of the Indian Affairs Committee

Aloha.. I am Lori-Lei A. Rawlins Director of Pūnana Leo o Moloka'i, one of eleven Hawaiian language preschools through the State of Hawai'i. It is with a humble heart that I come before you today to address the Native Hawaiian Education Act. Through this act, there were funding appropriated for the children of the State of Hawai'i to learn their mother tongue, ka 'ōlelo Hawai'i, from the early childhood preschool level through the 12th grade level. The funding has allowed us to open the first Hawaiian Language Preschool on Moloka'i in March of 1991. Pūnana Leo o Moloka'i was also the first host site for the D O E Hawaiian Language Immersion School which is now situated at Kualapu'u School from grades K-6 and our lead class is in the 7th grade at Moloka'i High School. It is through this act that we were able to provide approximately 140 children on the island of Moloka'i with a quality education through the medium of Hawaiian Language. These children are being educated in the best cultural as well as modern philosophies in the educational system today in this state. Continued support would ensure that the program strengthens to the point of greater self sufficiency.

We are fortunate that there were a few kupuna left on our island who were able and willing to share their knowledge of our culture and language with us before their passing. It is they who have made it possible for us to revive what we nearly lost some hundred years ago. It is now our responsibility as Hawaiians to continue the revitalization of our ancestors gifts to perpetuate this culture through our once dying language.

Pūnana Leo o Moloka'i have become a resource center for our community where cultural protocol and knowledge have been taught and



Ka Papa Ahaia'i

- Kauaono Kama'i,
Pelekiana
- Byron Hōkūani Cleveland,
Kākau/Olelo
- Lezi Makalehua Kā'awa,
Hope Pelekiana
- Larry Kūmura
- Stanley Kītope Raymond
- 'Ūe Benamina
- William H. Wilson
- Nāmaka Rawlins,
Luna Ho'ohale

shared and where continued support would allow this type of education to continue. Present statistics show that the literacy rate amongst Hawaiians has increased through these funded programs made possible by N.H.E.A. We are thankful for this act in allowing us to revive our language and our culture which has increased our sense of identity as a people. Your reauthorization of the Native Hawaiian Education Act will allow us to continue to expand our opportunities to provide for our children a quality educational program through the medium of Hawaiian Language as well as to insure the continuation of the Hawaiian Culture.

I graciously Thank you once again for your consideration and support in the reauthorization of the Native Hawaiian Education Act

Sincerely,

Eori-Lei Rawlins

Eori-Lei Rawlins
Director - Pūnana Leo o Moloka'i

- Pūnana Leo o Hilo**
1744 Kirokole Street
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- Pūnana Leo o Kona**
76-6886 Māmalaha Hwy
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Pūnana Leo o Lahaina
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Lahaina, Hawaii 96767

Pūnana Leo o Molokai
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Honolulu, Hawaii 96813

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Pūnana Leo o Waipahoehoe
P.O. Box 1948
Waipahoehoe, Hawaii 96792

Pūnana Leo o Kailua
56-4486 Kamehameha Hwy
Kailua, Hawaii 96731

Pūnana Leo o Kauai
P.O. Box 2093
Puhā, Hawaii 96786

E O I a K a O I e l o H a w a i i

To Whom It May Concern:
Re: Reauthorization of Senate Bill #1767

Aloha! My name is S. U'ilani Lima. I am the Site-Cordinator for Nā Pua No'eau, the Center for Gifted & Talented Native Hawaiian Children, on the island of Molokai. It is with great pleasure and enthusiasm that I write this letter of support to reauthorize Senate Bill #1767.

I was born and raised on Molokai, went to college at the University of Hawaii at Manoa, and returned home to be an active member in my community. I have been working with children all of my life through mentorship, community clubs & meetings, schools, activities, and the youth center. Due to the low income level of Molokai's majority, it is hard for parents to support extracurricular activities or higher educational goals for their children. I was one of those children. I know how hard it is to "want to go on a field trip & learn new things". But, my mother could not provide that for me due to her low income.

As a site-coordinator for Nā Pua No'eau, I continue to see those issues in our community. But, it has been addressed through Senate Bill #1767. Nā Pua No'eau has been able to provide avenues for our children on the island of Molokai. We have Super Enrichment Saturdays that provide our children with fieldtrips, cultural enrichment, & higher educational aspirations. They get to work with other children and families, visit sites that are otherwise inaccessible to them, learn marine sciences, biology, & botany through hands-on experiences in the ocean and land that they love and have grown up on. Older students have opportunities to attend off-island in-depth classes designed to aspire them to higher education. It provides them with an opportunity to live in a dorm setting on the University campus. (An opportunity that most families cannot financially support alone.) We have had students participate in off-island Summer Institutes, off-island Kupulau programs, Kaho'olawe excursions, planners & participants in the Hawaiian Leadership Youth Conference (Hilo) & the Hawaiian Leadership Development Conference (Maui).

Nā Pua No'eau has not only been a great program for children in Kindergarten thru 12th grade but it has been an awesome program for our families and community. We always invite the families to come and join their children in our activities. This has helped nurture and build a stronger community. Our parents active participation in our program has also lead to their aspiration of higher educational, social, and community goals. There are lots more for us to do in order for us to reach our goals. We need to get more of our children understanding and learning concepts that they are taught in schools. Learning that botany & marine science is as easy to

understand as the waves that they surf on and the fish that they eat. We need to get our students into colleges or higher education to learn how to market & grow crops, become teachers, etc. We need our parents to feel strong and grounded enough to stay of drugs & stop domestic violence. We need them to have pride and take part in their child's educational & social growth. Therefore, if Senate Bill #1767 is reauthorized it would be a big plus for not only our program and the many other wonderful programs that it provides but, it would be a community builder!!!! It will allow us to continue our services & to help us reach out to more students & families.

We have been in operation on Molokai for only two years. We already set a foundation through community networking with all programs & schools on Molokai. We have only just begun to provide programs & activities for our children and the community. But, we have had a continuous stream of enrollments. In our first summer we were able to send one student to Summer Institute & two to Kupulau. In our past summer we have sent seven students to Summer Institute & one to Kupulau. There is also a database of 75+ students, constantly increasing. If given the time & reauthorization for Senate Bill #1767, a lot of good can come to our community.

I would like to thank all of you for devoting your precious time to making a better lifestyle, community, and Molokai for our children. It is with great awe that I applaud all of your hard work, your devotion, and your time. Thank you once again for taking this time to listen to our ideas, thoughts, and advice. If you have any questions please feel free to contact me at (808)553-9993 or (808) 558-8248. Or write me at P.O. Box 488 Kaunakakai, HI 96748. Thank you for your consideration.

Mahalo Nui Loa,



S. U'ilani Lima
Nā Pua No'eau-Molokai
Site-Coordinator



CENTER FOR GIFTED & TALENTED
NATIVE HAWAIIAN CHILDREN

An EEO/AA Institution

PROCEEDINGS

**The Third Annual
P.R.I.S.M. SYMPOSIUM
May 7 & 8, 1999**

**Kualapuu School
Fifth and Sixth Grades**
from the classes of Miss Lukonen and Ms Newberry

Kualapuu, Molokai, Hawaii

Ke Oli No P.R.I.S.M.

E hele mai, e Moloka`i
 E hele mai a `ike
 I ka hana na`auao a na kama
 Eia makou na mamoo o Moloka`i
 I `ane`i e ho`omaika`i nei i ka `aina
 No ka wa e hiki mai ana
 Mai na kuahiwi kunihinihi
 a i na kai ewalu
 Mai Ka`elelani a i Ka`elehonua
 Eia makou na mamoo o Moloka`i e
 Ua Mau Ke Ea O Ka Aina I Ka Pono
 Ho`olaha `ia ka mana`o o makou
 I ka hana no`eau kupono
 Nonoi `ia mai kou mana`o
 Nonoi `ia mai kou kako`o
 Eia ka hopena o ka hana
 He Ho`okupu no ia na Moloka`i e

Oli for P.R.I.S.M.

Come Moloka`i, come and see.
 What the children of this island are doing.
 Here we are the children of Moloka`i.
 Here to make a better future for our land.
 From the mountains to the sea.
 From the west to the east.
 Here we are the children of Moloka`i.
 Ua mau ke ea o ka aina i ka pono!
 We sing our hearts out.
 Ua mau ke ea o ka aina i ka pono!
 We spread the feeling with our actions and minds.
 We have asked your opinions and your thoughts.
 We have asked for your support.
 Now here is what we have for you,
 The people of Moloka`i and for our island.

Carlamae Puaa
 Kualapu`u School, 1998

Th 1999 P.R.I.S.M. Symposium

In 1999 Kualapu'u Fifth and Sixth grade students studied environmental issues affecting Moloka'i. In groups they selected an issue they were interested in and conducted an in-depth investigation. Issues ranged from "Should Hawaiians be allowed to hunt turtles?" to "Does Molokai soil contain hazardous materials?". In all, 13 investigations were undertaken. Students used a process approach developed at Southern Illinois University at Carbondale, Investigating and Evaluating Environmental Issues and Actions. As a part of their work they identified key players, their beliefs and values, conducted background research, wrote research questions and data collection instruments. They collected data and then displayed and interpreted the data. The results of their investigations were presented to the community at the P.R.I.S.M. Symposium in April. Finally, after the symposium was finished, they wrote action plans that could be supported by the data they collected. At this time some students are working to implement their action plans. This is a record of the work they completed.

Vicki Newberry and Dara Lukonen
Kualapu'u Fifth and Sixth Grade Teachers

PRISM Symposium Program
Saturday May 8, 1999

8:00 - 8:30	Registration/Refreshments
8:30 - 8:45	Oli/Pule/Welcome
8:45 - 9:00	Opening Remarks
9:00 - 9:30	Keynote Speaker Dr. Randy Hitz Dean of College of Education UH
9:30 - 10:10	Student Panel Presentation Waste Management and Community Decision Making Marlon Espejo Hoolehua Airport Improvements Matthew Santiago Population Dynamics Rebecca Seguritan Hawaiian Green Sea Turtles Izasnell Rapanot The Future of Hale O Lono Laulani Puailihau Kaunakakai Revitalization Crystal Yuen Comprehensive Water Management Plan Alyse Kaahanui
10:10 - 10:15	Busch Garden Award Announcement
10:15 - 10:30	Review of Afternoon Schedule and Break
10:30 - 11:15	Breakout Session I - Student Investigations
11:15 - 12:00	Breakout Session II - Student Investigations
12:00 - 12:30	Lunch - Bentos will be available for purchase
12:30 - 1:30	Workshops Learning About the Issue Investigation Process Taking Action on Community Issues Student Visioning for the Future
1:30 - 2:00	Closing Comments
2:00 - 2:20	Environmental Song Fest
2:20 - 2:30	Evaluation and Closing Pule

**Investigating and Evaluating Environmental Issues and Actions
Student Investigations 1998-99**

- Should fishponds be ecotourism destinations?
Rebecca Seguritan, Kesha Faiumu, Darren Bermudez
- Should the entire island of Molokai be designated a Special Management Area?
Amber Apostol, Jessica Wooldridge
- Should hunting be allowed on private lands?
Akoni Kaalekahi, Joey Kepa, Charles Makekai
- Should Hawaiians be allowed to hunt turtles?
Jammel Rapanot, Rose Low, James Uahinui
- Should the State transfer control of Hale O Lono harbor to Molokai Ranch?
Shalei Borden, Laulani Puailihau
- Is there a relationship between beach accessibility and non-marine source litter?
Mary Lagazo, Ashley Woolsey
- Should main street in Kaunakakai be environmentally, economically, and aesthetically renovated?
Crystal Yuen, Matthew Bicoy, Nainoa Buchanan
- Does Molokai soil contain hazardous materials?
Jenny Boswell, Tristan Kiyon
- Is bottled water safer than tap water?
Brittanie Howard, Troy Mollena, Joshua Kai-Corpuz
- Should Molokai residents be better informed about or more involved in decisions which affect their community?
Marlon Espejo, Nicolas Kuhn, Troy Dela Cruz
- Should development be stopped until Molokai has a comprehensive water management plan?
Alyse Kaahanui, Filiga Piliati, Travis Domingo
- Should endangered species be placed in captivity?
Louiegy Ponce, Creg Gumanas, Amber Haliniak
- Should we extend the airport runway?
Cleighton Mahiai, Matt Santiago, Kaden Jacobs

Speakers and Panelists

Friday Master of Ceremonies

Nicolas Kuhn

Friday Night Speaker

Kesha Faiumu

Saturday Master of Ceremonies

Tristan Kiyon

Jessica Woodridge

Saturday Speakers

Dr. Peter Corcoran

Dr. Randy Hitz

Anastasha Swaba

Delores Roth

Panelists

Population: Charles Makekau

Water Resource Management Plan: Alyse Kaahanui

Community Involvement: Marlon Espejo

Traditional Gathering Rights and the Green Sea Turtle: Jammel Rapanot

Hale O Lono Management: Laulani Puailihau

Airport Improvements: Matthew Santiago

Kaunakakai Revitalization: Crystal Yuen

P opulati n

Written and presented by Charles Makekai

Aloha, my name is Charles Makekai. Today I would like to open this panel discussion by talking about population and the role population plays in environmental, economic, and social issues. For some people this is a very controversial issue, but since population plays a part in every issue we investigate we thought this year we should look at our issues from this focus.

Between the years of 1950 and 1987 the world population doubled from 2.5 billion people to 5 billion people. Today almost 6 billion people live on planet earth. At the current rate the population will double every 40 years. That means that unless something changes there would be 12 billion people in 40 years, 24 billion people in 80 years and so on. One of the reasons for this rapid growth is the fact that people live longer lives. Three babies are born every second and two people die in that same time span. That makes a gain of one additional person on earth every second. In 1997 this natural increase resulted in 1.5 million people added to the world population.

It is hard to comprehend 6, 12 or even 24 billion people, or the idea of population doubling, so I want to give you an example that may make it easier to understand. Let's pretend you are a parent and you give your son an allowance of \$5.00 each week. You think that is too much and you tell your son so. Your son replies, "Okay, Dad. How about this instead? You give me a penny for the first day of the month, 2 cents the second day, 4 cents for the next and you keep doubling the amount of pennies you give me each day until the end of the month." Would you take the son's offer if you were the father? Will this dad did. Who do you think was more clever? Do you know what the son's allowance would be on the 31st day? On day 31 alone the son's allowance would be \$10,737,418.24. That is how the doubling effect can sneak up on you in a big hurry!

It may not seem like it at first, but population affects us here on Molokai as well. When places on earth get too crowded people want to move to less crowded places like Molokai where there are still enough resources to go around. The population in Hawaii has more than doubled since 1950 from less than 500,000 to more than 1.1 million people. We can all see the results of this when we travel to Oahu or Maui. Even on Molokai our population has increased 23% since 1970.

Some of the effects of rapid population growth are lack of adequate food, water, shelter, education, transportation, and employment. Rapid population growth can push a region beyond its resource limits. This can lead to deforestation, erosion, loss of habitat for animals and then people move away. It can also lead to conflict when people compete for the same limited resources.

There is hope however. The United Nations projections show that in the next 50 years family planning will be widely used all over the world and birth rates will become universally low. However, at the same time the average life expectancy will continue to increase across the globe. The UN predicts that population will continue to slow down until it stabilizes in the next century at around 10 to 15 billion people.

Will the world be a nice place to live in? Specialists have mixed opinions. Optimists think that the planet can grow to a large population. Will natural resources

run out? Even if everyone in the world saved resources and products it won't help if the population keeps doubling.

I am going to show you a short video will help you see how rapidly human population is growing. Each dot stands for 1 million people. Watch for places and times during the past 2,000 years that experienced rapid growth. Think about why this might have happened and what we can learn. Also look for places that have no dots. Do you know why?

Thank you.

Water Resource Management

Written and presented by Alyse Kahanui

Aloha. My name is Hoku Ka`ahanui. Today I'd like to share information about one of Molokai's most precious resources: water. My partner and I chose a water issue because we are really concerned about Molokai's current need and use of water and for the water needs of future generations.

Water is not only an environmental issue, it is a cultural issue as well. Wai is the Hawaiian word for water. Traditionally, water was used to grow taro, the principal food source. Everybody could use the water as long as they used it evenly, wisely, and it was good for the whole community. Before foreigners came, water rights were controlled by Konohiki as a part of the ahupua`a or land holding system.

Hawaiians knew that if it was not used wisely, water could not renew itself and their lifestyle would be changed forever. People thought water was a gift from "Kane i ka Waiola" (Protector in the Water Life) and was delivered by Lono Makua (the rain provider).

Earlier Laulani mentioned the two brothers who settled at Hale O Lono. The population of Kanalukaha and Hale O Lono continued to increase, but as you know, there are no villages there today. When the families were too large for the amount of water available, they knew that some of the people would have to move. They were so loving that they chose to abandon their villages and move together rather than to separate.

What is our source of water? Ground water comes from beneath the earth's surface. Rainwater soaks into the soil and collects in fractures and pore spaces in the underlying rock. Ground water is pumped from aquifers to the surface through wells. Wells have something called a safe yield. The safe yield of a well is how much water can be taken over a period of time without affecting the amount or quality of the water. We do not know what the safe yield is for Molokai's wells.

Water is an environmental issue because of the impact human population has on this resource. In 1992 Molokai had almost 7,000 residents. Recent community plans project that the number of inhabitants may grow to over 24,000 in the near future. This large population will increase Molokai's demand for water resources. It is estimated for every foot of elevation above mean sea level, the fresh water aquifer extends forty feet below sea level. If wells are located too close to the fresh water-salt water boundary, there is a risk of salt water seeping into and spoiling the drinking water supply. If too many wells are dug or too much water is removed, our fresh water supply will also be endangered.

Besides a need for more water, if population increases, another potential threat is pollution. Clean water is a social, ecological, and economic necessity for our island. Even though it's not as common on Moloka'i as on other islands, many businesses use small amounts of toxic and hazardous chemicals which can contaminate drinking water. Examples include paint thinner, solvents, and fuels. These chemicals and their containers should not be discarded on the ground or in the trash. If development continues, we need to be careful that the amount of chemicals don't increase and threaten the safety of our water supply.

Data my partner and I collected says that:

The highest priorities for future water needs are agriculture, residential use, and schools. Sixty-one percent of the people we talked to say that they strongly agree or agree that Molokai have a comprehensive water management plan. Fifty-six percent of the people we talked to say that they strongly agree or agree that increased development should be postponed until there is a comprehensive water management plan.

A comprehensive water management plan would be like a budget. It would be a guide to help us make sure we don't "spend" too much water. Once our water is gone, we can not get it back. I think we need to be very careful with the finite resources we have and need to use them wisely to honor our ancestors and future generations.

Community Involvement

My name is Marlon Espejo and I'm a 5th grader. This year my group selected to look at the issue of a medical waste disposal facility on Molokai. At the beginning of the year we were watching the news and we had heard that this might be an issue. It was important to us to find out how the community felt about this proposed facility.

Medical waste disposal is a big issue everywhere as people try to improve what they do with it. The new incinerators have less of an impact on the environment than the older ones because of the new smoke filters. They also burn the waste more completely. Even though the technology is better, people are still concerned about equipment breaking down or not working properly.

Medical waste disposal has become a controversy in many places including Hawaii. We recently read that on Oahu there were many complaints about the smell coming from a company that steams medical waste in a business/residential area. This has led to legislation proposing that medical waste should not be treated within 500 feet of homes or businesses.

When we started this issue, we searched for information, but could find very little about what type of facility was being planned. We thought it was an incinerator until a public meeting was held after the proposal for funding was stopped. Our first questionnaire asked about medical waste incinerators instead of plasma waste converters because of our lack of information.

After the public meeting, which unfortunately only had a dozen people in attendance, we looked at our issue and realized our questions would not get us data about plasma waste conversion. We felt it would be difficult to get information from the community or to explain the new technology over the phone.

After some discussion, and because of our experience, my group thought a more appropriate issue might be whether Molokai residents are involved in and informed about decisions being made that affect the community. This became our new issue.

We looked at the variables of this issue and selected the following as being most important:

- whether residents attend community meetings,
- whether residents feel they have an affect on decision making,
- where residents get their information about community issues,
- how reliable are residents' sources of information, and
- whether residents have the opportunity to participate in decision making.

Our data suggests that most people get their information about local issues from the newspapers. This would make sense because you don't usually see a lot of television news stories about Molokai issues.

In my opinion, I think people need to be involved in community decisions so choices are made that reflect what the whole community wants. When decisions are made this way, they are more likely to be supported by the community and are more likely to be rewarding to the community as a whole.

When a few make decisions for an entire group, the group loses any connection to the decision and this divides the group. I know if we had a few students in our class who got to decide what the whole class did in PE, it would probably upset

the rest of us. We might try to get them to do what we wanted to do, or we might get angry that we didn't get to decide for ourselves. We would feel like we had no control over the decisions being made for us. This is what happens when people don't help make the decisions that affect their community. They have no investment in the community and feel abandoned when decisions are made that they don't agree with. This leads to even less involvement and soon people feel as if they have no influence in their community.

On Molokai our small population gives us an excellent opportunity to create and maintain the type of community we want to live in, but it takes involvement. It's a responsibility that doesn't begin or end at a certain age. Everyone's thoughts are important no matter what their age; the only requirement is the desire to help your community be a better place. As our population grows and changes, we need to stay involved in community issues and work toward making our community will be the way we want it to be.

Turtles

Written and presented by Izasnell Rapanot

Aloha. My name is Izasnell Rapanot. Today I will be sharing some information about the Hawaiian green sea turtle. The Hawaiian green sea turtle is an endangered species and has been on the endangered species list since 1973. My research group is working on the issue "Should Hawaiians be allowed to hunt green sea turtles?" I chose this issue because I felt that this would be a great opportunity to get to work with turtles and know how they live and how hard it is for them to survive in the wild. I also think that turtles need a little help out there, because according to the data my group collected 88% of Hawaiians and 58% of non-Hawaiians on Molokai think Hawaiians should be allowed to legally hunt turtles again. However, if we did this survey on Oahu I think the results would be different because they do not practice subsistence hunting and gathering as much as we do.

The turtle is a reptile and has been swimming the oceans for over two hundred million years. In Chinese mythology the sea turtle represents wisdom. Green sea turtles, called Honu in Hawaii, are a unique, yet endangered species.

Like all reptiles turtles have scaly dry skin, but it does not have teeth like its relatives. The honu can grow 2 to 4 feet long and it can weigh between 100 to 400 pounds by the time it reaches maturity at the average age of 25. Turtles can swim up to 25 mph (miles per hour) and can swim for long distances without resting. It has a heart-shaped gray-brown carapace which can protect them from their enemies. This hard shell is actually their skeleton. Only the body fat of the honu is green and that is how it gets its name. Adult green sea turtles migrate every two to five years across hundreds of miles of open ocean to breed at French Frigate Shoals in the northwestern Hawaiian islands. According to research in some areas of the Pacific such as the French Frigate Shoals the turtle population has clearly increased. "While the number of honu resting at the principal nesting site of French Frigate Shoals has increased about three-fold in the past 20 years, the number of adult mother turtles in the population is still relatively low," says Dr. George Balaz world recognized expert on green sea turtles. Dr. Balaz also says "the total number of nesting green turtles in the main Hawaiian islands is not more than 10, and most likely closer to 5." Dr. Balaz says that "however the population is still threatened by an often fatal disease that forms fibrous growths on the eyes, neck, flippers, and mouth the fibropapilloma disease is the prime issue now. No one in good conscience could or should recommend taking diseased turtles for human consumption (Consumption being one of several valid cultural uses.) Consequently, if limited use is somehow allowed, the only turtles taken by hunting would be outwardly healthy ones. The tumored and sick would remain in the wild, thereby potentially exacerbating the disease."

The nesting season for Hawaii's sea turtles falls mostly in the summer months. The average nest contains about 100 to 200 eggs. Sea turtles usually hatch from their eggs 65 to 70 days after they're laid. Usually only 60 to 80 percent of the eggs hatch. Then in the dark of night when it's most cool the youngsters burst from the hole in a group and scurry to the ocean. It could mean life or death when the hatchlings make their dash to the ocean.

The sea turtles eat jellyfish, limu, and algae off the reef. Sometimes they

mistake rubbish in the ocean for food and this is another way they can die. The turtle can mistake six pack soda ring for a jellyfish. When the sea turtle eats the debris it can choke and die.

In spite of the fact that most Molokai residents think that Hawaiians should be allowed to hunt turtles again, only 27 percent think the honu should be removed from the endangered species list. Maybe this is they respect cultural rights, but want to make sure the honu does not go extinct. We also learned that most Molokai residents do not know a lot about turtle biology. Only a small percentage were able to correctly answer questions about how long turtles live and when the females first give birth.

After completing this research I am still not sure how I feel about this issue. On one hand I think that Hawaiians should be able to hunt turtles for food, but on the other hand I hate to see turtles killed. They are aumakua to many Hawaiians and they seem almost like humans to me. We should respect them.

Hale `O Lono

Written and presented by Laulani Puailihau

Aloha, my name is Laulani Puailihau. I am here to talk to you about Hale `O Lono: the history, the current issues, and the results of some of the data my group has collected. The reason I chose to investigate the issues at Hale `O Lono is because I used to go down there a lot and I wanted to see how it is now. I heard about some of the controversies and wanted to collect some data about Hale `O Lono myself to see how the community really feels. This way they can have their opinions heard too.

The history of Hale `O Lono goes back to ancient times. The southwest coast of Molokai is an area that was once the site of important traditions. A chant speaks of a woman, La`amaomao, who arrives there from Kahiki and raised a family that came to worship her as a god who controls the winds. Paka`a, famous as an advisor to Hawaiian chiefs, was driven from court to live at Hale `O Lono where he raised his son Kuakapa`a, who latter returned to court to gain revenge for his father. There is a story about Hale `O Lono written by Harriet Ne in the book, *Tales of Molokai*. The title of the story is *Kanalukaha and Hale `O Lono, Village of the Two Brothers*. The two brothers once lived in Kona but moved to the island of Molokai at the place now called Hale `O Lono. They found a spring there and decided to make the place their home. The brothers offered crops to the god Lono so that their crops would grow. The brothers built a heiau for Lono and that is how this place came to be called the House of Lono.

The harbor that is at Hale `O Lono today was built in 1959 to provide a storage area and shipping point on the west end of Molokai for sand and cinders. Honolulu Construction and Draying Company, Ltd built it. H.C.&D. built it at their own expense and finished it in about two years. H.C.&D. had a forty-year license to "dredge, construct and operate a harbor for the sole purpose of shipping sand, rock and cinders." The license agreement included Molokai Ranch since it owned all the lands around the harbor. It required Molokai Ranch to dedicate land for a 50-foot wide public road to the harbor because it wanted public access to the harbor. In January 1997 the license along with harbor management returned to the Department of Land and Natural Resources. At that time DLNR required the Ranch to "blade" a 100-foot wide public access road to the harbor. In 1998 Molokai Ranch went to the legislature to get a resolution authorizing a private lease to the harbor. Currently there is public

access to Hale `O Lono for vehicles. Hale `O Lono is also famous for being the starting place of the Molokai to Oahu canoe races.

Today there are many issues that face Hale `O Lono including continued access, lack of fresh water, land use, sanitation facilities, littering, fishing rights, camping rights, possible future housing projects, and the building of a new road. For example, should there be a fresh water line down to Hale `O Lono? Should there be bathrooms, showers, and campsites for visitors? Community? Or both? Our health is very important and when people use the sand or bushes as a restroom all of us that go down to Hale `O Lono risk getting Hepatitis B. There are different sides to each of these questions. Is there enough water on Molokai to pipe some to such a dry and distant place as Hale `O Lono? Would increased tourism bring more stress to the fisheries on that part of Molokai?

At a July 23, 1998 meeting of the Environmental Subcommittee of the Empowerment Zone, Mr. Harold Edwards of Molokai Ranch, shared the Ranch's 1994, 30-50 year master plan. He said the Ranch expects to be the successful bidder for the Hale `O Lono harbor lease. They need the harbor lease because they plan to develop a town there called "Lono Harbor Village" that would have approximately 2,500 residents. He said they plan to hold informal community meetings about the plans. He said that if the Ranch gets the harbor lease they would expand the harbor and add improvements including a bathhouse, recreation center and boat slips. Fifty percent of the boat slips would be private and the rest would be for the general public to rent if they have a DLNR decal. The boat ramp would have open access. He also said they had done no studies to that time to find out what the impact would be on fisheries. He did say the Ranch realizes that the increased fishing use of Hale `O Lono harbor will create potential community conflicts.

In our data collection instrument we asked Molokai residents their opinion on this environmental issue. We found that 50% of Hawaiians and 58% of Non-Hawaiians think Molokai Ranch should not manage Hale `O Lono. 44% of Hawaiians and Non-Hawaiians think the Ranch would restrict access if they were granted the lease on the harbor. We think this data may reflect the fact that people do not trust the Ranch. However, we did find that people favor improvements at Hale `O Lono such as a public boat launch, campsites, pavilion and public boat slips.

We are trying to set a good example for everyone by calmly investigating issues and listening to other peoples opinions. We hope this helps everyone including the next generation so that it is not only a better present, but also a better future and that would be good for all of us. Mahalo nui loa!!!

Airport Improvements

Written and presented by Matthew Santiago

Our group's issue involves airport improvements. In the beginning, my group and I thought that the Airport Division was going to physically extend the runway, but after going on a field trip to the airport we realized that this wasn't so. After talking with Mr. Chung the Airport Manager, we decided a more important issue would be "What improvements would Molokai's community like to see at Ho'olehua Airport?"

Ho'olehua Airport is located on Molokai's central plateau with Kaunakakai 6 miles to the southeast, Kualapu'u 3-1/2 miles to the east and Maunaloa 8 miles to the southwest.

When it was built, we're sure they were thinking of short term needs and not 60 years into the future. Air travel and the need for airport improvements have increased since that time. Ho'olehua Airport is not in compliance with many federal regulations, but it is grandfathered in because of when it was built. On Molokai, air travel is the only way to leave the island.

An important part of the Airport plan was the public participation program which consisted of two parties, the first committee was public informational meetings and the second was a Technical Advisory Committee. There were six public informational meetings held during the development of the plan. The meetings were to inform parties in the community on the progress of the plan and to try to obtain the input of the community on the proposed airport improvements.

The Airport division falls under the state system and is the only state division which is supposed to be self-supporting, but never has been on Molokai. Ho'olehua Airport has always relied on Kahului or Honolulu Airport for funding support. Our data shows that 71% of the people we talked to said that it is somewhat to very important that Hoolehua become a self-supporting airport. Maybe they didn't know that it was supposed to be self supporting and now that they know they feel an obligation to support it.

By law, the airport must have a projected airport master plan, including a 5, 10, and 20 year projection plan. The number of people and amount of cargo decides how much federal funding is available. The 5 year was short term and the runway was repaved and grooved to allow water run off. The 10 year plan is not to physically extend the runway, but to acquire the land between the the Loop Road and the northeast end of the runway to allow larger planes to land in Kona winds. This would be accomplished by leveling the hill to remove a landing obstruction. The white lines at that end of the runway can then be moved to allow the necessary 350 foot safety area. The 20 year plan is to modify the airport to bring it more in compliance with federal regulations. This would include a new terminal so the taxiway and runway will be farther apart. Right now planes cannot taxi and take off at the same time because the distance between the taxiway and runway is too small. This is only one of the proposed changes. We would encourage all of you to become involved and give your input so our airport will reflect our community.

As we consider planning for our airport's future, we need to look at all the possibilities and potential. Sixty years from now we don't want to look back at our choices with regret.

Kaunakakai Revitalization

Written and presented by Crystal Yuen

Aloha, my name is Crystal Yuen and I am a sixth grader at Kualapuu School. Today, I want to talk to you about Main Street in Kaunakakai and some ways we might be able to revitalize it. My earliest memories of Kaunakakai are running around my parents liquor store and helping my dad there. Even though I have good memories of my time in the store, I don't really like town. I think this is because it is too hot and there is nothing to do there. That made me wonder if other people felt the same way and if there could be a way to change that.

The history of Kaunakakai is very fascinating. The old name for Kaunakakai is Kaunakakahi, "resting on the beach." It was the place for the canoes to come, for here there were plenty of fish. The Hauialia is the wind of Kaunakakai. West of the approach to the Kaunakakai Wharf, is a platform that was part of Kamehameha V's home, Malama. The beach front of this site was used by the ali'i for sun bathing. There was a spot of sand in front of Malama called Ka Lae `O Ka Manu. It was called this because the plover used to settle here. At the county park was a canoe shed. In 1899, when George Paul Cooke first visited Molokai he wrote, "We landed from the shore boats on a small pier of kiawe piles leeward of the present mole. The mole, which is one half mile long, was constructed in 1899 by ASCO. Rock for its construction was obtained from a heiau (temple) which is the site of the upper house of the Hawaiian Homes Commission, above their well in loaded cars, running on tracks, carried the rock by gravity to the mole."

Mr. Imamura told us that at one time there was a railroad that came from the pier into the second lane by Bobo's. There were also Chinese houses by Bobo's and that's where the Chinese used to stay. The oldest building in town is Chang-Tung Store and that is now known as Molokai Wines and Spirits. Chang-Tung Store was the first bank on Molokai. All the stores were located on the left side of the road until Misaki's moved across the road. My grandfather told me that MFC was Molokai Market before and then relocated in Maunaloa and was called Y.K. Yuen Co. It is so funny because my parents run Maunaloa General Store today.

Today, Kaunakakai has 15 main stores that provide food and other necessities for Molokai residents and visitors. Main Street Kaunakakai has several issues. Some of the issues are aesthetic. What I mean by aesthetic is

having the buildings maintained with fresh paint and providing adequate rubbish containers. We could also tie the environmental issue to the aesthetic issue by adding planters and trees to make it shadier and cooler. This might lower the need for air conditioning in some stores. We could install benches to encourage customers. We could also turn some vacant lots into mini parks.

The economic success could possibly improve if the town was cooler, more attractive and inviting. If that were the case it would provide more business, customers, and that would create more jobs for Molokai residents.

After studying maps and working on plans to achieve these goals, I would like to tell you some of our ideas. Our first idea was to make the sidewalks wider and add some benches and trees to both sides of the road. Another idea is to make a pedestrian mall and close the main road from Kalama's to Midnight Inn. Our most recent plan is to have a center parkway along the same area. The road would still be wide enough if we had parallel parking on one side. There would still be enough room for parades and other special events.

My issue group and I made two field trips to Kaunakakai to get research. From the data we collected it shows us that 17 percent of Molokai residents would like the main street changed, 80% don't have an opinion, and 2.5% don't want it changed. We have gathered more data and it shows some people are willing to make changes. Thank you for your time. Mahalo

Every fifth and sixth grade student in Miss Lukonen's and Ms. Newberry's class at Kualapu'u School learned the skills necessary to conduct an environmental issue investigation and then conducted an investigation of their own. They selected the issues that were of interest to them and worked in groups of two or three while their teachers guided them through the investigative process. All thirteen of the investigations conducted this year are included in this proceedings. Some are more complete than others, but each one involved students taking an in-depth look at an issue of importance to them and to Moloka'i.

Fishponds and Ecotourism

Principal Investigators: Keshia Faiumu, Darren Bermudez,
Rebecca Seguritan

EVENT: Fishponds were constructed by Hawaiians about 1,000 years ago.

PROBLEM: Fishponds need repair and maintenance.

ISSUE: Should ecotourism be encouraged at fishponds?

BACKGROUND:

Fishponds were the most important food source for Hawaiian people. Commoners built smaller fishponds so they could harvest small fish from taro (o'lo'io). No other island culture produced as many types and number of fishponds as the early Hawaiians. By the end of the 18th century over 360 fishponds were owned by high chiefs alone. The ownership of fishponds was one of the status symbols of ancient Hawaii. The mangrove, which destroys the fishponds quickly, spreads to the coastline where it thrives in brackish water. The ancient fishponds of Hawaii deserve to be saved so future generations have a chance to see and use them. The impressive structures of fishponds represent one of the most significant and successful aquaculture achievements in the world. Today only a handful of fishponds are in active use. For over ninety years there have been numerous efforts to preserve and restore the fishponds. Fishponds lie within the sensitive coastal zone and they're only able to be restored through complex leasing and permit processes. A permitting process exists to prevent fishponds from being misused. Most people from the community on Molokai want to restore at least some of Molokai's fishponds for traditional cultural reasons, substance use, and small business ventures. The permit requirements have increased the cost of the project and it caused additional delays and has unintentionally excluded the community from participation in this critical stage of planning process. Those who know historical accounts acknowledge that fishponds were being constructed during the fourteen, fifteenth, and part of the sixteenth century. The methodology attributed to building the large walled fishponds, whether built by man or by menehune

were similar. In the state alone there are 488 historic fishponds: on Oahu (178), Hawaii Big Island (138), Molokai (74), Kauai (50), Maui (44), and Lanai (4). The fishpond's area is about 26 acres, but the invading of the mangroves have reduced it's water area to about 18.5 acres.

Most of the ancient fishponds have fallen into disuse, or have been converted to other uses in modern times for various reasons. A little more than 1,000 pounds of mullet were produced in fishpond recent years, compared to a yield of 485,000 pound for one year at the turn of the century. The greatest yield of harvested food from fishponds is from grazing fishes such as mullet and milkfish that consume plants at the base of the pyramid.

Every year Hawaii draws more than 6 million visitors from the United States, Canada, Japan, and many other countries. These visitors of attractions the balmy climate, a wide offering of recreational opportunities, the varied cultures and famed hospitality of the states residents, and scenic landscapes ranging from active volcanoes to verdant tropical flora and blue green seas washing onto sandy beaches. In the late 19th century small numbers of travelers visited the islands. Tourism is Hawaii's economic lifeline. Fishponds on Molokai are one attraction these tourists can enjoy.

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- Joseph M. Farber, Ancient Hawaiian Fishponds, Honolulu, Hawaii, 1997, Page 25.

ISSUE ANALYSIS:

Not available

VARIABLES:

Knowledge/Perceived Knowledge	Opinion	Behavior	Physical
<ul style="list-style-type: none"> • Sight seeing • Scenic views • Parks • Water areas • Tourist Knowledge of fishponds • Knowledge of local culture • Knowledge of substance • Knowledge of values • Knowledge of variables • Knowledge about residents • Cost How will it affect • How will it look 	<ul style="list-style-type: none"> • About other players • About players positions • About players beliefs and values • Seek money from other organizations • Stories in the newspapers • Is this important • About opinions • About substance • About fishponds • About Hawaiian culture 	<ul style="list-style-type: none"> • Tourist • Residents • Scientist • Biologist • Concerned citizens • Owner • Government • Families • County/State • Off island residents • Community • Volunteers 	<ul style="list-style-type: none"> • # of tourist • # of fishponds • # of money • # of workers • # of fishponds destroyed • # of scientist • # of biologist • # of concerned citizens • # of tours • # of owners that own fishponds • # of community helpers • # of newspaper articles

RESEARCH QUESTIONS:

- To what extent, if any, does the behavior of mainland tourists affect the opinion of Molokai residents about fishponds being used for ecotourism?
- To what extent, if any, are the opinions of Molokai residents about tourists going to fishponds affected by their ethnic group?
- To what extent, if any, would the number of tourists that come to Molokai to see fishponds affect the opinion of residents of Molokai about ecotourism at fishponds?
- To what extent, if any, does the knowledge of Molokai residents about fishponds affect the opinion of Molokai residents about ecotourism at fishponds?

DATA COLLECTION INSTRUMENT:

1) Are you Hawaiian or part Hawaiian? yes no

2) Should visitors be able to take fishpond tours?
 yes no don't know
 it would depend on why they are going on the tour

3) What kind of tourists would you like visiting fishponds?
 tourists who work to help repair fishponds
 tourists who come to learn history or culture of fishponds
 tourists who come to select fish for dinner
 tourists shouldn't visit fishponds
 other _____

4) Do you think tourists should pay to visit fishponds?
 Yes No

If you answered "yes" why do you think tourist should be charged?
 they have a lot of money
 it is their responsibility to help too
 it will help pay for the maintenance of fishponds
 it will help our economy
 it will make new jobs
 other

If you answered "no" why do you think they shouldn't pay?
 because they have paid for everything else
 fishponds should be free for everyone
 it would discriminate against tourists
 if they had to pay they might not come to Molokai
 they might be will to make a donation or promote fishponds to funders
 other

5) If money was charged who should get it?
 fishpond owners
 Molokai residents
 native Hawaiians
 person offering tour
 other

6) Do you think having tourists at fishponds have a positive or negative impact on the environment?

- positive negative not sure

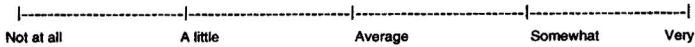
If you answered positive why do you think fishponds have a positive impact on the fishpond environment?

- tourist learn to respect Hawaiian culture and the environment
 they can help with the rebuilding
 local people may be able to learn new things from tourists
 other

If you answered negative why do you think tourists have a negative impact on the fishpond environment?

- they might overcrowd fishponds so locals can't use them
 they might break down walls
 they might scare fish
 they might leave rubbish
 other

7) How knowledgeable are you about fishponds?



8) How many fishponds are there on Molokai?

- 0-20
 21-40
 41-60
 more than 60

9) Who do you think built the fishponds?

- ancient Hawaiians
 current fishpond owners
 Menehune
 Europeans
 other

10) Approximately when were the fishponds built?

- 100 years ago
- 250 years ago
- 500 years ago
- 750 years ago
- over 750 years ago

11) How many of Moloka'i's fishponds are currently being used to raise or grow food?

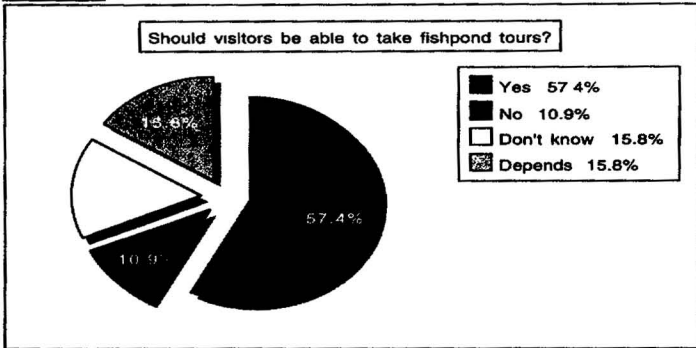
- 0-10
- 11-20
- 21-30
- 31-40
- 41-50
- 51-60
- 60 or more

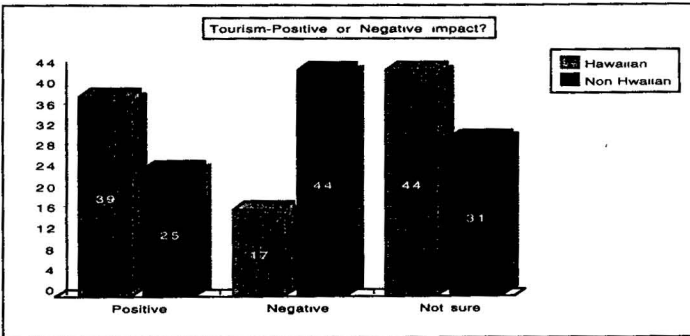
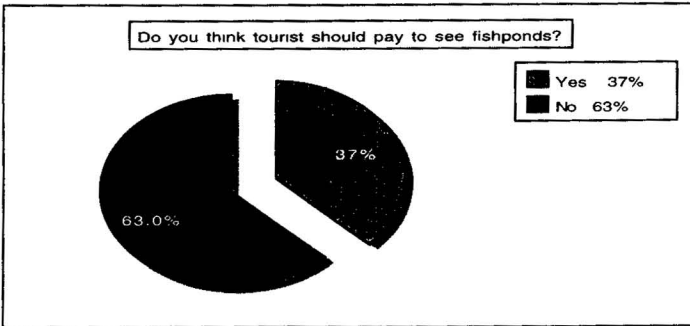
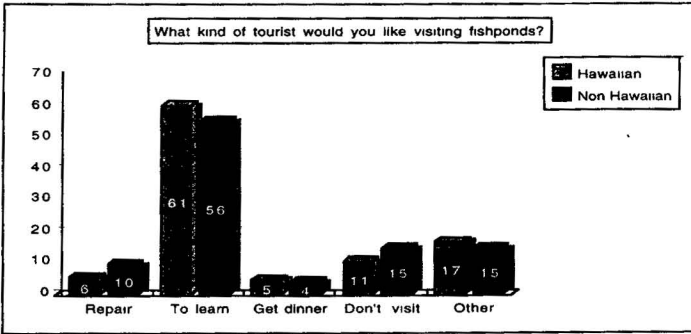
12) Do you think using fishponds as an ecotourism destinations will attract tourists? yes no don't know

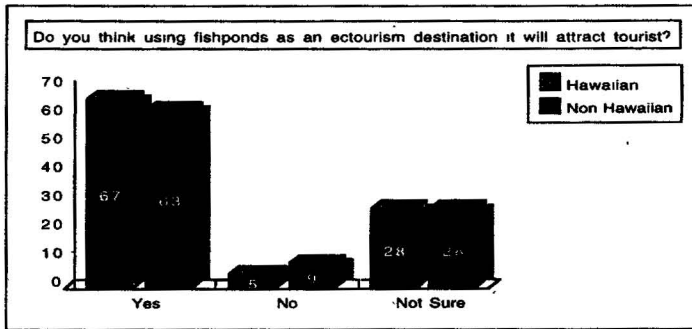
SAMPLE TECHNIQUES:

Our sample size was 44 and we used a sample of convenience.

GRAPHS:







CONCLUSIONS:

- 57.4% said visitors should be able to take fishpond tours.
- 61% of Hawaiians and 56% of Non Hawaiians say that they would like tourists who come to learn the history and the culture of fishponds
- 6% of Hawaiians and 10% of Non Hawaiians say they would like people help and come to repair fishponds
- 5% of Hawaiians and 4% of Non Hawaiians say that they want tourist who come to select dinner to eat
- 11% of Hawaiians and 15% of Non Hawaiians say that tourist shouldn't visit fishponds at all
- 37% of Hawaiians and Non Hawaiians say yes, tourists should pay to see fishponds
- 63% of Hawaiians and Non Hawaiians say that tourist shouldn't pay to see fishponds
- 44% of Hawaiians don't have an opinion on whether fishponds have a positive or negative impact on the environment.
- 39% of Hawaiians believe tourism at fishponds has a positive impact.
- 44% of Non Hawaiians believe tourism at fishponds would have a negative impact.
- 67% of Hawaiians and 63% of Non Hawaiians said yes, fishponds will attract tourists
- 5% of Hawaiians and 9% of Non Hawaiians said no fishponds will not attract tourist

INFERENCES:

- Maybe 57% of the people taking the survey said visitors should be able to take fishpond tours because residents want visitors to learn about Hawaiian culture and environment.
- Maybe they want visitors to learn about the history and culture so they will respect the fishponds.
- Maybe respondents thought tourists shouldn't have to pay because they already have to pay a lot to get here.
- Maybe they don't think tourists should pay to see fishponds because we are the Friendly Isle.
- Maybe they don't think tourists should pay to see fishponds because Molokai residents know hard it is to earn money.
- 44% of Non Hawaiians may think tourists would leave rubbish and disturb fish and shouldn't visit fishponds.
- 39% of Hawaiians may have said the effect of tourists at fishponds is positive because they think the tourists can help restore the fishponds.
- Molokai residents think fishponds will attract tourists because they are so unique.

RECOMMENDATIONS:

We think we need to do more research and get more background on the issue we are doing. We think that if tourists are allowed to go to fishponds and do what they do we still think that they should pay, but our data does not support this opinion. We think it's hard to tell fishpond owners to let paying tourists see their fishpond.

EVALUATION:

Next time we will want to work together better so everything would be done by the due dates. We would like to learn more about this issue. We hoped that we learned a lot by working together and having all our work done. Accomplishing this is a good handful of a job. The issue that we did was very difficult and it was very challenging. If there is a fishpond group next year they should go on a field trip to fix fishponds all around Molokai and ask people to volunteer. Our data supports that because when we called people to collect data they said we need more working fishponds on Molokai for fish shelter so they can grow big and healthy for eating.

Hunting on Private Lands

Principal Investigators: Charles Makekau, Joey Kepa

Other Group Members: Akoni Kaalekahi

EVENT: People need food to eat.

PROBLEM: People are hunting on private lands without asking permission.

ISSUE: Should hunting be allowed on private lands?

BACKGROUND:

Aloha, our issue is, "Should Hunting be Allowed on Private Lands?" Hunting has been a way of life for Hawaii's residents for many years. Most of the hunting areas are owned by private landowners. If you go hunting on private land you will need permission to hunt on their lands. Private land owners can give verbal permission and the landowners are liable if people sue. The difference on large lands like Moloka'i Ranch is they have partnership or managers or shareholders they have to answer to. Hawaiian Homes doesn't encourage hunting rights. They want landowners to be exempt from liability when traditional hunting rights are being practiced.

Areas of disagreement: A lot of money was collected for hunting license to acquire land easements - \$176,000 collected state wide last year. Have to take hunting education courses before license \$10-18. What are they doing with the money? Molokai is the prime hunting area. We have all the game and lots of them. Yama Kaholoa is for granting hunting easements because these land lock areas become nurseries for game that can damage the watershed. It depends on how persistent you are to go on private lands. MHH Cattle Association leased all of the land above Red Hill separate from the community pasture. They don't make money off of the land. They need to be fair to all. They are also responsible and they can hunt first as a way of supplementing low wages.

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Tomich, P. Quentin. Mammals in Hawaii, Bishop Museum Press, 1986.

ISSUE ANALYSIS:

Player	Position	Belief	Value
Molokai Hunters Assoc.	For	We strongly believe a well-organized and well-funded hunting plan will solve our problem of watershed protection and soil erosion.	Environmental
Greg Helm		Has the Ranch conducted archeological surveys of their lands	Cultural
Molokai Ranch		Deer are nuisances and they cause erosion.	Ecological
Walter Ritte	For	The law has established that Hawaiians have the right to go in the Ranch's back yard because these are traditional Hawaiian uses.	Cultural

VARIABLES:

Knowledge and perceived knowledge	Opinion	Behavior	Physical
<ul style="list-style-type: none"> • Where people live • Who owns land • Asking permission • Where game is • Laws • Ranch • Animal behavior • Hawaiian rights • Who to ask 	<ul style="list-style-type: none"> • Laws • Ranch • Hawaiian Rights • Land owners 	<ul style="list-style-type: none"> • Hunter • Land owner • Police • Ranch employee 	<ul style="list-style-type: none"> • Acres of land • Where people live • Where they hunt • Animal behavior • Number of deer • Amount of game

RESEARCH QUESTIONS:

- To what extent, if any, does the behavior of Molokai hunters affect whether large landowners allow hunting on their land?
- To what extent, if any, do Molokai hunters know the law about hunting on private lands?

DATA COLLECTION INSTRUMENT:

- Are you a hunter? yes no
Do you hunt on private lands? yes no
- How much do you know about hunting on private lands?
x-----x-----x-----x-----x
none a little average above average a great deal
- Do hunters need permission to hunt on private land?
 yes no not sure
- Why do you need permission?
 it is the law to be polite other _____
- Have you read the law about hunting on private lands?
 yes no not sure
- Have you read the laws about Native Hawaiian gathering rights?
 yes no not sure
- True or False.
 Hawaiians can hunt anywhere they want.
 Native Hawaiian hunting rights have been upheld by courts in Hawaii.
 Native Hawaiians have the right to hunt on private land in the ahupuaa where they live.
- If a hunter is on private land and gets hurt, who is responsible?
 land owner hunter state county other _____
- Are you . . . Hawaiian Part Hawaiian other _____

10. Should Native Hawaiians have special hunting rights?

yes no not sure

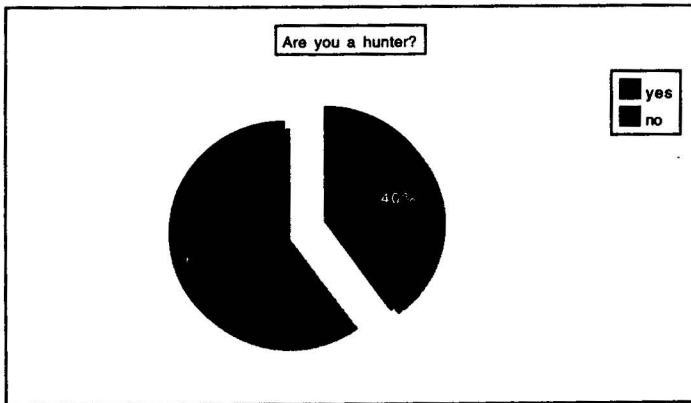
11. Please choose one answer to the following question. Do you think property owners should have to give hunters access to their land?

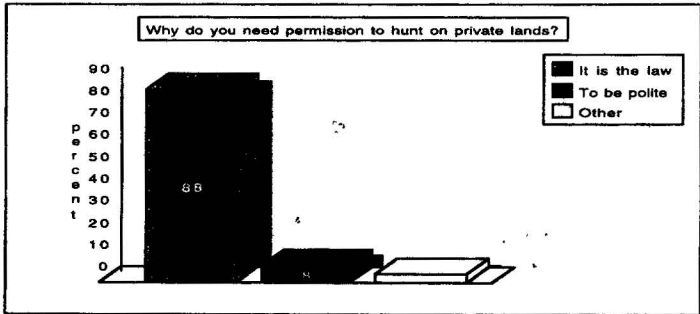
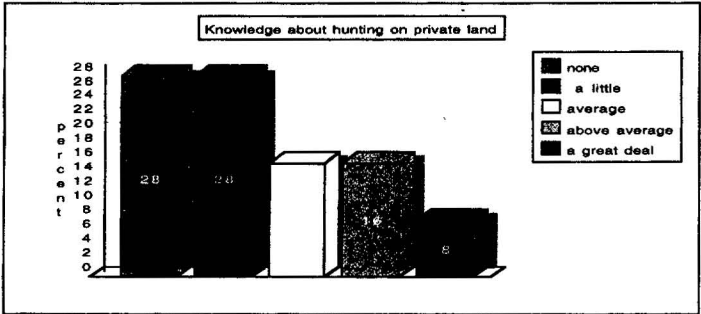
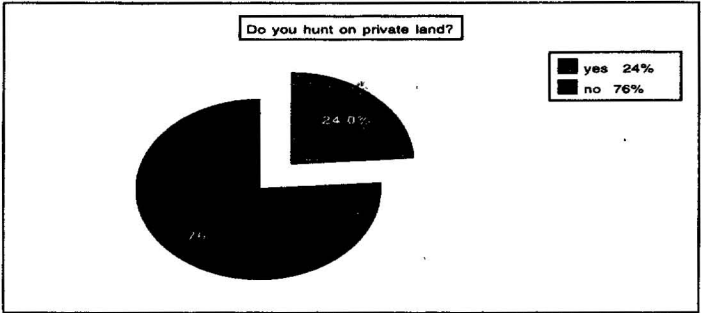
- No, it should be respected as private property.
 Yes, all hunters should have access to all property.
 Only Native Hawaiians should have access to private property for hunting.
 Only large property owners should have to grant access to hunters.
 Other _____

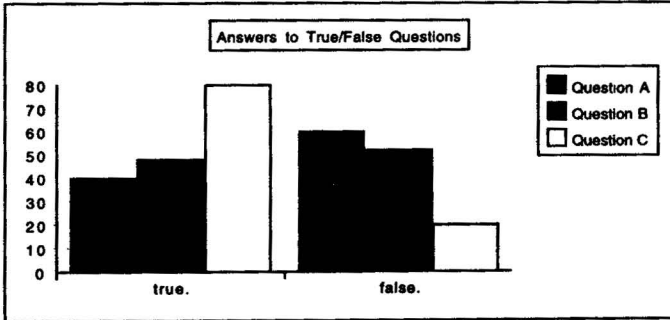
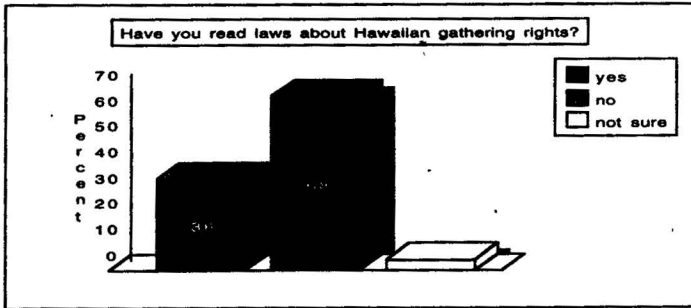
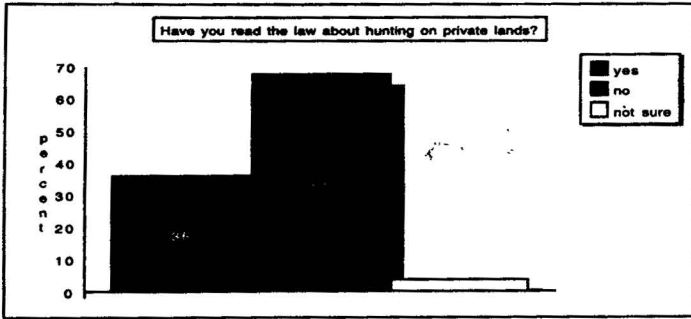
SAMPLE TECHNIQUES:

Our sample size was 25 and we used a systematic sample.

GRAPHS:







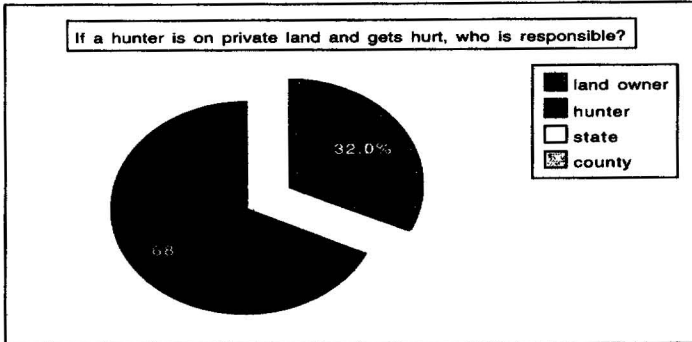
Answers for true and false questions.

A - Hawaiians can hunt anywhere they want. FALSE

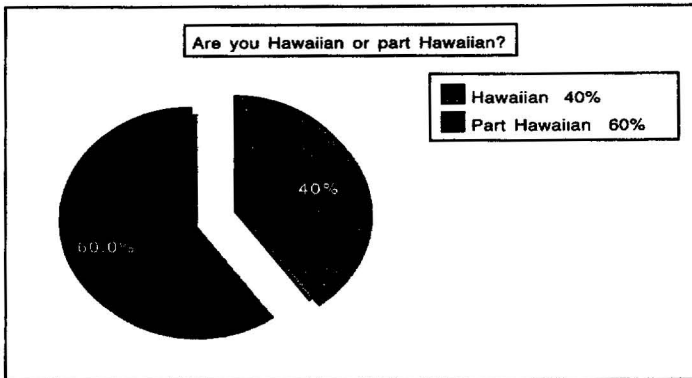
B - Native Hawaiian hunting rights have been upheld by the courts in Hawaii.

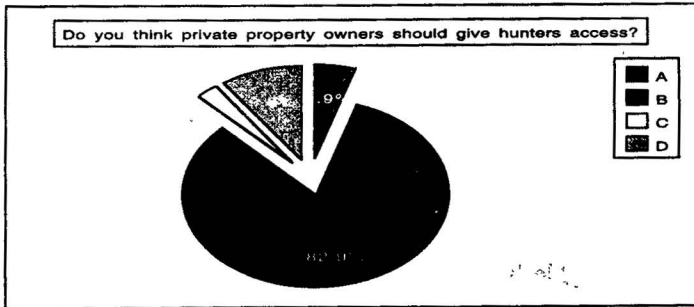
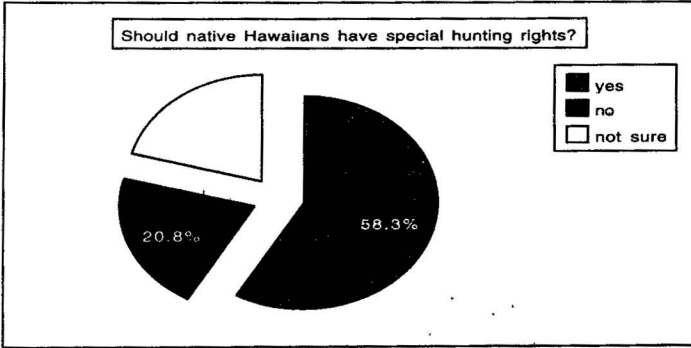
TRUE

C - Native Hawaiians have the right to hunt on private land in the ahupuaa where they live. TRUE with permission.



The landowner is responsible is the correct answer.





- A - No, it should be respected as private property.
- B - Yes, all hunters should have access to all property.
- C - Only native Hawaiians should have access to private property for hunting.
- E - Only large property owner should have to grant access to hunters.

CONCLUSIONS:

- There are more hunters on Molokai than non-hunters by 60% to 40%.
- More people said that they do not hunt on private lands by 76% and 24%.
- 56% of Molokai residents responding to our survey said they knew little or nothing about hunting on private lands.
- 24% said they know above average or a great deal about hunting on private lands.
- 100% of the people we surveyed said they knew they needed permission to hunt on private land.
- 88% said it is the law that you need permission to hunt on private lands.
- 8% said you need permission because it is polite.
- 68% said they haven't read the law.
- 36% have read the law.
- 68% said they haven't read the law about gathering rights.
- 36% have read the law about gathering rights.
- 80% think Hawaiians have the right to hunt on private lands in the ahupuaa where they live.
- 60% think Hawaiians cannot hunt wherever they want.
- 48% think the courts have not upheld traditional hunting rights.
- 68% think the hunter is responsible for injuries on their land.
- 32% think the landowner is responsible for injuries on their land.
- 58% think Native Hawaiians should have special hunting rights.
- 21% think Native Hawaiians should not have special hunting rights.
- 83% think people should respect private property.
- 10% think only large landowners should have to give access to hunters.

INFERENCES:

- Maybe more people don't hunt because they don't have licenses.
- Hunters don't want to hunt on private land because they don't want to get fined.
- Maybe people don't want to brag about what they know, because our survey also says 88% do know why they need permission to hunt on private lands.
- Maybe people read or know the laws about hunting.
- Maybe they learn a lot in hunter education classes.
- Maybe they don't know where to find a copy of the laws.

- Maybe most people know they can't hunt anywhere they want because they know someone who got in trouble for hunting on private lands.
- Most people don't know the courts have upheld some traditional rights because they don't read newspapers.
- Maybe people don't know the laws about personal liability.
- Maybe the 32% that know that landowners are responsible for people that get hurt on their lands own private lands and worry about hunters getting hurt on their lands and suing them.
- People may think they need the special rights for providing food for families.
- People may think that because this is the traditional home of Hawaiians they should have extra rights.
- Maybe the 10% that think large landowners should give access believe the game on their land is just going to waste or the wild dogs are killing the game.

RECOMMENDATIONS:

- People need to respect private landowner rights.
- People need to get permission before they hunt on private land.
- If someone is hurt while hunting on private land they should be responsible not the landowner.
- All hunters should have a license to hunt.

EVALUATION:

When we first started our issue we were going slow. We hardly did any work. The members in our group had a hard time working together. Some members in our group played around.

We could make it better by having communication with each other and making assigned tasks. We should have collected more data to make our issue stronger.

We would like to add more questions to our DCI. We think that would have made our research stronger.

Special Management Area

Principal Investigators: Amber Apostol, Jessica Wooldridge

EVENT: Maui County has not acted on Molokai's Community Plan request to have all of Molokai designated a Special Management Area.

PROBLEM: Molokai's shoreline needs protection.

ISSUE: Should the entire island of Molokai be designated a Special Management Area?

BACKGROUND:

Land is and can be used in many different ways such as: for living space, for growing food, for travel, for recreation, and as a natural environment for other living things. Deciding how the land will be used is complex. Solutions that are found are often tradeoffs, exchanges of compromised lifestyles or human values for the portion of available land.

It only took 15 years from 1960 to 1975 for the earth's population to increase from three billion to four billion humans! The growing number of people increases the need for more food and shelter. However, even though there is a growing number of people, the size and amount of the land stays the same.

Each person needs his or her own space to live in. So there is a maximum amount of people that can live in one area. Something a little more important than living space is if there are too many people crowding into the land, how will there be enough land for growing food? That is why we need to think if we are using our land wisely.

Humans can build on almost any part of land they want. We can choose if we want farms, open space, houses, shopping malls, or hotels. But with the power of doing all of these things comes the responsibility to make sure we use the land fairly and wisely. We humans have the power to build or destroy ecosystems. We have created new communities that come with new environments, such as cities. The actions that we take don't only affect us; they also affect many other living things now and in the future.

Different people see the land as something different. Some people might want to build houses, hotels, buildings and airports. While other people might want to use the land for conservation or agriculture. To many people land is something that they can buy and build on. Or there are people that see themselves as caretakers of the land. They try to satisfy their needs without too much building or harming the environment.

In Hawaii there is only a small percentage of land that is rural and urban. Rural is for small farms and places where houses are not close together. Urban is where a lot of people live and where there are a lot of houses and buildings. Sometimes you have to submit an EIS, also know as an environmental impact statement, if you want your zoning to be changed.

When the planning commission for Molokai was approved by Maui County voters way back in 1988, many people hoped that Molokai would be able to make its own land use decisions. This still has not happened. Some people think Molokai is not ready to make its own land use decisions; others think the time is right. Other ways for Molokai to be able to have more control over how its land is used might be to have the whole island designated a SMA or a separate county.

An island wide SMA was one of the proposed goals of the Empowerment Zone Committee. They wanted to collect data to find if there would be community support.

Most of the land on Molokai is owned by the state, or by Hawaiian Homes. The Ranch also owns large parts of Molokai. The other parts of the island are either privately held or non-ceded land. Our island is filled with coastal wet forest and woodland.

Molokai has been more cautious about development than any other Hawaiian Island except Niihau. In the book Land and Power in Hawaii, George Cooper and Gavin Daws wrote, "...likewise Maui lacked the social cohesion and environmental conservation the tiny population of Molokai, the large Hawaiian segment of it in particular. Big projects proposed on Molokai in the mid 1970's and later would not have evicted anyone. But still, the Hawaiian communities especially resented the intrusions of condominiums and other developments into places they had always regarded as their own. Some of the sharpest anti development objections anywhere in Hawaii were voiced on Molokai in the late 1970's and early 1980's.

Islands in Hawaii have places that have no buildings or houses. Those extra parts of land should be used for planting food for the people of Hawaii or as habitat for native species. Or the land could be used for farming. But what we shouldn't use it for is more houses, shopping malls, and buildings. We have the land, but only so much of it. Use the land wisely before there is no land left.

ISSUE ANALYSIS:

Player	Position	Belief	Value
Department of Hawaiian Home Lands		Land use commission decides boundaries for different land uses	Legal
Resident	Against	Having an island wide SMA will not give more local control. The state and county are doing a good job with land use decisions.	Political Political
Resident	For	Molokai residents are ready for the responsibility to make our own land use decisions. An island wide SMA will keep out undesirable development.	Ethical/moral Economic Environmental

VARIABLES:

Knowledge and perceived knowledge	Opinion	Behavior	Physical
<ul style="list-style-type: none"> • 4 islands make their own land use decisions • 2 islands do not make their own decisions • Ways land is designated • Each county makes own land use laws. 	<ul style="list-style-type: none"> • How land is used • Local land use decisions • County government • State government • Home rule • Tourists • Developers 	<ul style="list-style-type: none"> • Citizens • Tourists • Home owners • Large land owners • Developer • Ranch • Hunters 	<ul style="list-style-type: none"> • Islands that make own decisions • Registered voters • Residents on each island • Acres in each of the 4 land use designations

<ul style="list-style-type: none"> • Impact on development • Land laws 	<ul style="list-style-type: none"> • Molokai Ranch • Builders • Hunters 		
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RESEARCH QUESTIONS:

- To what extent, if any, does the knowledge of Moloka'i residents about land use effect their opinion about whether the entire island should be designated a Special Management Area?
- To what extent, if any, does a Molokai's residents job affect his/her opinion about Moloka'i being a designated Special Management Area?

DATA COLLECTION INSTRUMENT:

Gender Male Female

Where do you live? _____

What age category do you fit?

under 20 20-35 36-50 51-65 over 65

1. Do you think the opinions of Molokai residents affect decisions made by the Land Use Commission?
 Strongly agree Agree Neutral Disagree Strongly disagree

2. Are you knowledgeable about how land use decisions are made?
 not at all somewhat very

3. Which of the following are true about current land use decision making for Molokai?
 Decisions are made by the county
 Decisions are made by Molokai residents
 Decisions are made by the state
 Decisions are made by the Land Use Commission
 Not sure

4. Do you know what a Special Management Area is?
 yes no not sure

5. Which of the following best describes what a Special Management Area does?

- Promises to keep litter off beaches Make sure businesses are successful
 Protects endangered species Protects the county's coastal environment and resources
 Makes decisions on all requests for developments

6. In your opinion, what effect would being designated an island wide Special Management Area have on Molokai?

- positive negative no effect don't know

6a. If you answered positive, please tell why.

- SMA will give more local control Molokai residents are ready for the responsibilities
 It will help keep out undesirable development
 other _____

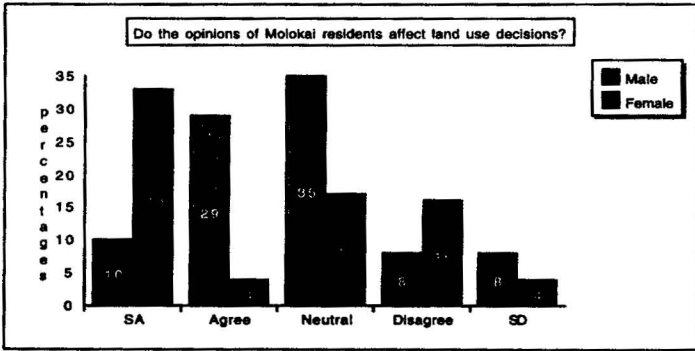
6b. If you answered negative, tell why.

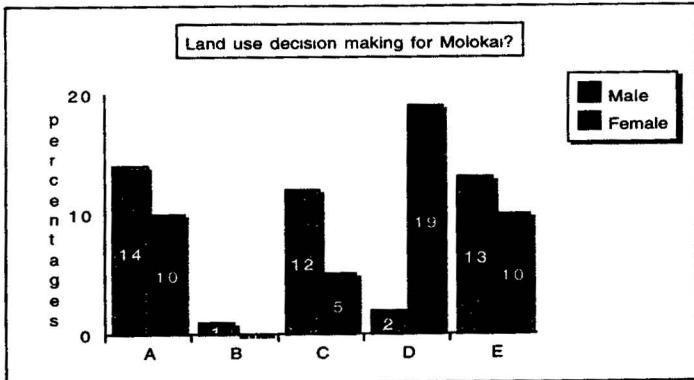
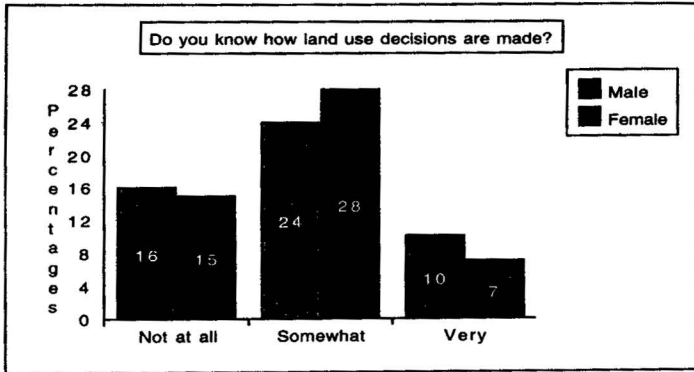
- SMA will not give more local control Molokai residents are not ready for the responsibilities
 The state and county are doing a good job with land use decisions other _____

SAMPLE TECHNIQUES:

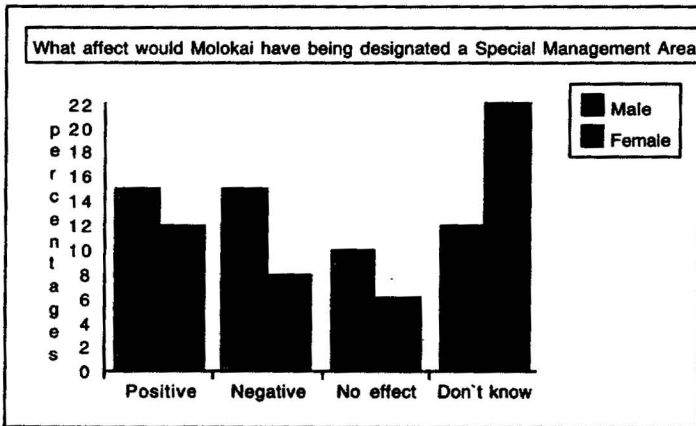
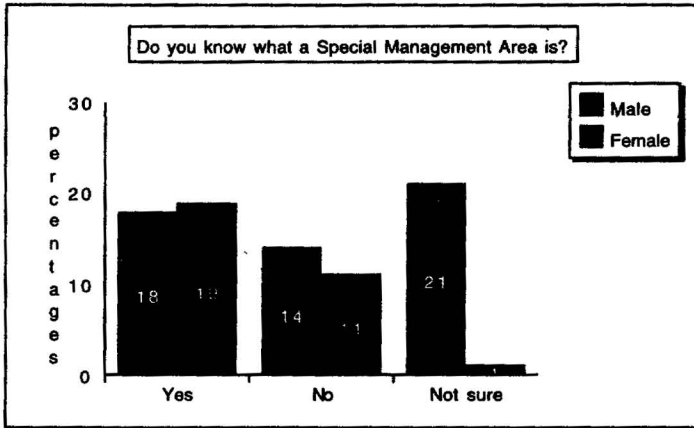
We used a systematic sample technique and our sample size was 96.

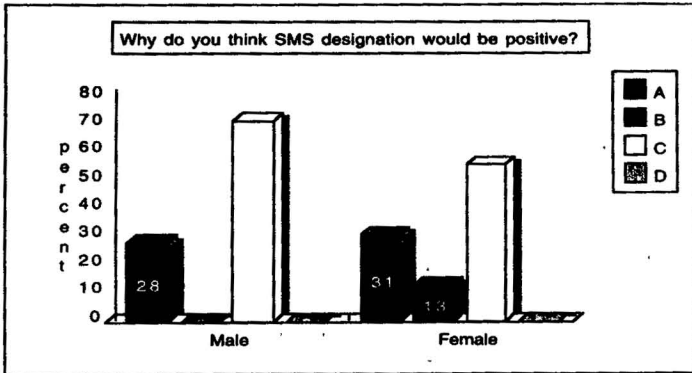
GRAPHS:



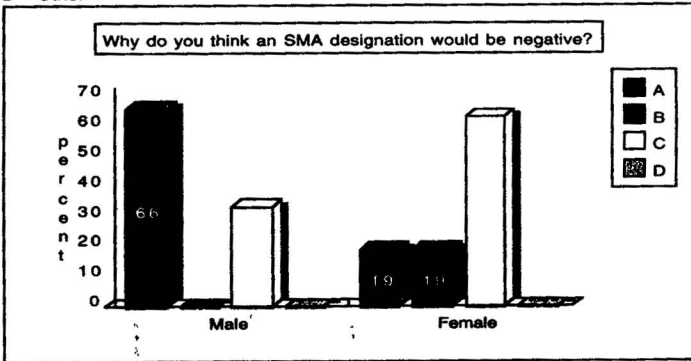


- A = Decisions are made by the county.
- B = Decisions are made by Molokai residents.
- C = Decisions are made by the state.
- D = Decisions are made by the Land Use Commission.
- E = Not sure.





- A - SMA will give more local control.
- B - Molokai residents are ready for the responsibility.
- C - It will help Molokai keep out undesirable development.
- D - Other



- A - SMA will not give more local control.
- B - Molokai residents are not ready for the responsibilities.
- C - The State and Maui are doing a good job with land use decisions.
- D - Other

CONCLUSIONS:

- 37% of females agree or strongly agree that the opinions of Molokai residents affect land use decisions.
- 39% of males agree or strongly agree that the opinions of Molokai residents affect land use decisions.
- 17% of people checked that they are very sure they know how land use decisions are made.
- 1% say land use decisions are made by Molokai residents.
- 19% of females say decisions are made by the Land Use Commission.
- 2% males say decisions are made by Land Use Commission .
- 37% of the total men and woman knew what a Special Management Area is.
- 62% knew the right answer for what a Special Management Area does.
- 27% males and females combined thought there would be a positive affect if the whole island of Moloka'i would be designated a Special Management Area.
- 56% of females and 72% of males who thought an island wide SMA would be positive felt it would keep out undesirable development.
- 66% of males that thought an island wide SMA would be negative felt it would not give more local control.
- 63% of females that thought an island wide SMA would be negative feel the State and Maui County are doing a good job with land use decisions.

INFERENCES:

- Maybe we got the results that we did for question number one because maybe the residents of Molokai want to have a say about land use decisions.
- Maybe the reason why only 17% of people knew what a Special Management Area is, is maybe because they care about the environment and they took the time to learn.
- Maybe the reason why there were a lot of people saying they are not sure who makes land use decisions is because maybe they didn't want to say the wrong answer and be embarrassed.
- Maybe the reason why not even half of Molokai's population knows what a Special Management Area is because they do not take the time to learn.
- Maybe people are interested in land use, but don't know where to go to get the information.
- Maybe land use is difficult to understand and people give up trying.

- People don't want Molokai to end up looking like Honolulu.
- Molokai residents want to have a voice that counts in what happens on their island.
- Maybe the men who felt a Molokai SMA would not give more local control have had a negative experience with the government and don't believe it makes a difference because of that.

RECOMMENDATIONS:

We think that we should tell the community what a SMA is because people should know that a Special Management Area protects the county's coastal environment and resources. Another reason why we think people should know what a SMA is is because they should know whether or not the property they are building on is affecting our surrounding ocean.

EVALUATION:

Amber and Jessica had a hard time working together. Next time we will try to make better conclusions and inferences. We will try next time to use our time wisely and work harder to get things done. If we do this project again, we will try harder to work together as a group to get things done. For our D.C.I.s we didn't ask a question that we should have asked. We should have asked whether the residents of Moloka'i wanted the whole island to a Special Management Area. One of the group members forgot to ask a question when she was collecting our data. So next time we will try to do less questions or fit them all on the same page so we won't need to remember to flip the page over.

ACTION PLAN:

We will try to write a newspaper article telling the community that a Special Management Area protects the counties coastal environment and resources. We will also try to make signs so that riding passengers will know what a SMA is.

TRADITIONAL RIGHTS AND THE GREEN SEA TURTLE

Principal Investigators: Izasnelle Rapanot, Roselani Low

Other Group Members: James Uahinui

EVENT: Hawaiian green sea turtle put on endangered species list.

PROBLEM: Some Hawaiians want to start hunting turtles again.

ISSUE: Should Hawaiians be allowed to hunt turtles?

BACKGROUND:

Turtles have been swimming the oceans for over two hundred million years. In Chinese mythology, the sea turtle represents wisdom. The green sea turtle, called honu Hawaii, is a unique yet endangered species.

The honu can grow up to 2 to 4 feet and it can weigh as much as 100 to 400 pounds by the time it reaches the age of maturity at the average age of 25. It has a heart-shaped gray-brown carapace, which protects them from their enemy. Only the body fat of the honu is green. Adult green sea turtles migrate every two to five years across hundreds of miles of open ocean to breed at French Frigate Shoals in the northwestern Hawaiian islands. The population has clearly increased although it is still threatened by an often-fatal disease that forms fibrous growths on the eyes, neck, flippers, and mouth. The fibropapilloma disease is the prime issue now

The nesting season for Hawaii's sea turtles falls mostly in the summer months. The average nest contains about 100 eggs. Sea turtles usually hatch from their eggs 65 to 70 days after they're laid. Usually only about 60 to 80 percent of these hatch. Then in the dark of night is when it's most cool and that's when the youngsters burst from the hole in a group and scurry to the ocean. It could mean life or death when the hatchlings scatter about and make their dash to the ocean. When the sea turtle eats the debris it can choke and die. The turtle eats limu, and algae off the reef. The turtle also feeds on jellyfish and can

sometimes mistake six pack soda ring for jellyfish and when the turtle eats the soda ring it can choke and die.

Bibliography:

Newspaper Articles

Jan Ten Bruggencate, Honolulu Advertiser science writer, "Scientists Closing in on Turtle Tumor Virus."

"Endangered Turtles Bouncing Back in Hawaii," Maui News, January 5, 1998.

Internet

Sophia Schweitzer. "The Struggle of the Ancients" Turtle Trax, August 1997.

Susan Scott. "Working Hard for Turtles" and "Dedicated Biologist Dig Hard for Turtles Information."

Book

Balaz, George. "Sea Turtles" Atlas of Hawaii. University of Hawaii Press. Pg. 115.

ISSUE ANALYSIS:

Player	Position	Belief Statement	Value
George Balaz	Against	<ul style="list-style-type: none"> • "No one in good conscience could or should recommend taking diseased turtles for human consumption." • "The fibropapilloma is a contagious disease." • "In the wild turtles are very easy to catch." 	<ul style="list-style-type: none"> • Ethical/ moral • Health • Environmental
Buddy Keala	For	<ul style="list-style-type: none"> • "I like turtle...umm chicken of the sea." • "But there is another traditional value in the turtle oil as medicine, making of implements-hook." • "The biggest pressure on turtles were coming from the commercial fisherman that we are making a good profit catching them and selling meat." 	<ul style="list-style-type: none"> • Aesthetic • Cultural • Economic

VARIABLES:

Knowledge and perceived knowldg	Opinion	Behavior	Physical
<ul style="list-style-type: none"> • Green sea turtle endangered • Turtles can be killed or injured by the long line • Native rights • # of turtles • Where turtles came from • How turtles are killed by hunters • Green sea turtles are endangered • How do they know were to lay the long line • How can the turtle be taken off the endangered list 	<ul style="list-style-type: none"> • Killing turtles • Turtle hunters • How long does the turtles last on the long line • How many turtles get killed by long line • How many fishes get caught on the long line • Turtles goes to waste • Native rights • Turtles • Endangered list (Turtles) • Hawaiian tradition • Subsistence Culture 	<ul style="list-style-type: none"> • Turtle hunters • Ocean scientist • Researchers • Turtles predators are sharks and man • Turtle hunters don't need to hunt • Which turtle hunters hunt for \$ • Other players • Citizens • Turtle researchers • National Marine fishers service • Shark and mans are predators to turtles 	<ul style="list-style-type: none"> • # of turtles • # of people hunt turtles • #of Hawaiian • Hunting turtles • # of hunters that use long lines • # of turtles born a year • How many turtles are left in the ocean injured • # of turtles left • # of turtles killed • How much turtles eat • Where do the turtles get their food from • What do turtles eat • Where do they have fun

RESEARCH QUESTIONS:

- To what extent, if any, does ethnicity affect the opinion of Molokai residents on whether the Honu should be hunted?
- To what extent, if any, is the residents opinion about subsistence hunting affected by their knowledge of the increase on the turtle population since 1970?

DATA COLLECTION INSTRUMENT:

Are you Hawaiian or part Hawaiian? Yes ___ No ___

1. Do you think the Hawaiian green sea turtle should be taken off the endangered species list?

Yes ___ No ___ Don't know ___

2. How much do you think you know about the Hawaiian green sea turtle?

Nothing at all Average Amount A Great Deal
 x-----x-----x-----x-----x

3. True or False. The turtle population has increased since the 1970's?

___ True ___ False ___ don't know

4. How many years does the average turtle live? ___ 5 years or less ___ 6-10

___ 11-20 ___ 21-30 ___ 31-40 ___ other ___ don't know

5. How old are female turtles when they first give birth?

___ 10 years or less ___ 11-20 ___ 21-30 ___ don't know ___ other

6. If there was scientific evidence that proved the green sea turtle population was increasing, would that affect your opinion about whether they should be hunted for food? Yes ___ No ___ Not sure ___

7. If yes, how would it affect your opinion?

___ Yes, native Hawaiians should be allowed to hunt turtles

___ Yes, all Hawaii residents should be allowed to hunt turtles

___ Yes, residents and non-residents should be allowed to hunt turtles

___ No, the turtle should still be protected

8. Some Hawaiians want to start hunting turtles again. Do you think Hawaiians should be allowed to hunt turtles again legally no matter how many turtles there are?

No ___ Yes ___ Don't know ___

If you answered "yes", why do you think they should be hunted?

It is a traditional practice ___ There are plenty of turtles now ___
 To make money ___ For food ___
 For their shells ___ For their oil ___
 other _____

If you answered "no", why do you think they shouldn't be hunted?
 No animal should be hunted ___
 Numbers of turtles will decrease ___
 Numbers of turtles haven't increased enough or at all ___
 Don't believe in special rights for Hawaiians or any group ___
 I need to have more information before deciding ___
 other _____

11. Do you practice subsistence hunting or gathering?
 Yes___ No___

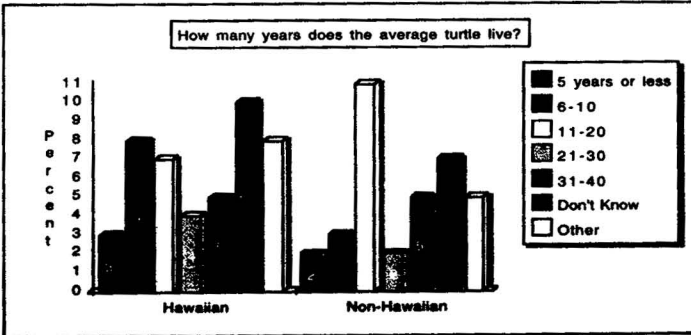
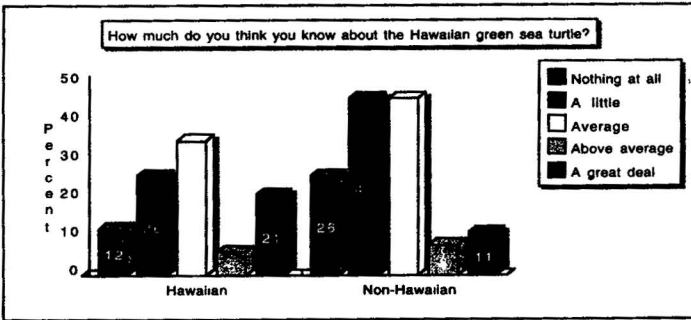
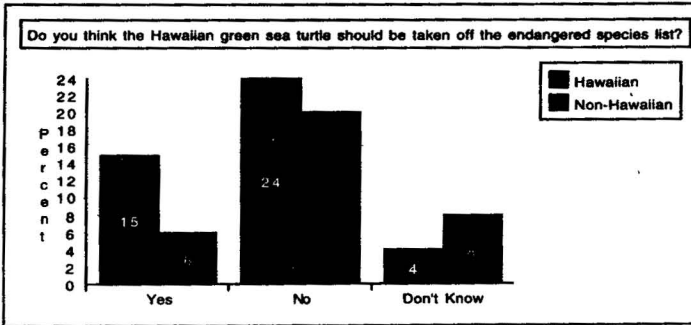
12. If "yes", what percent of the food on your table comes from hunting or gathering?
 ___ Less than 10% ___ 11-25% ___ 26-50% ___ 51-75% ___ 76-100%

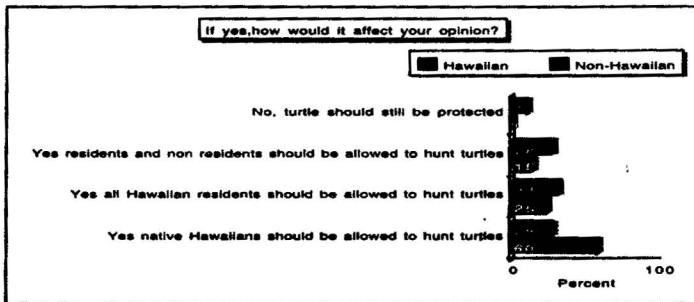
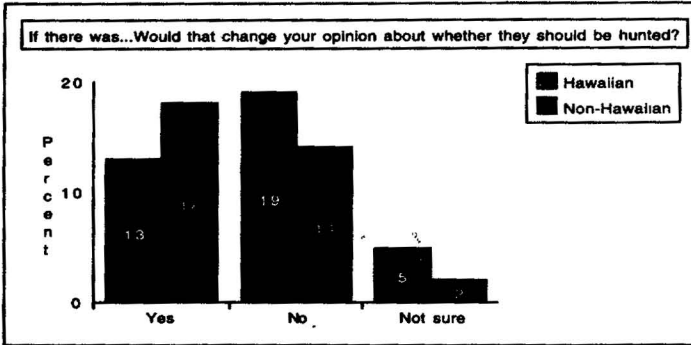
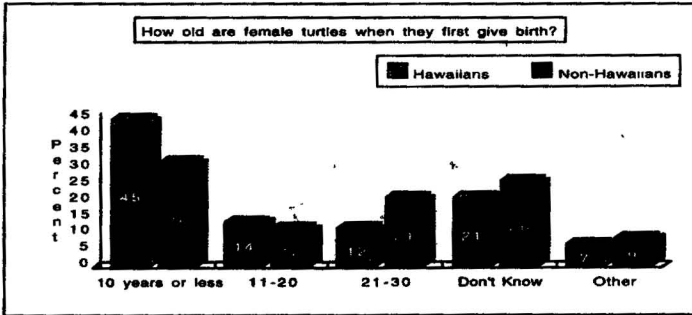
13. Do you think subsistence hunting and gathering play an important role in Molokai's economy?
 Yes___ No___ Not Sure___

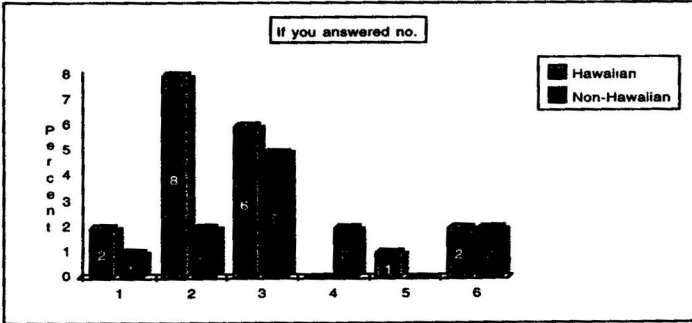
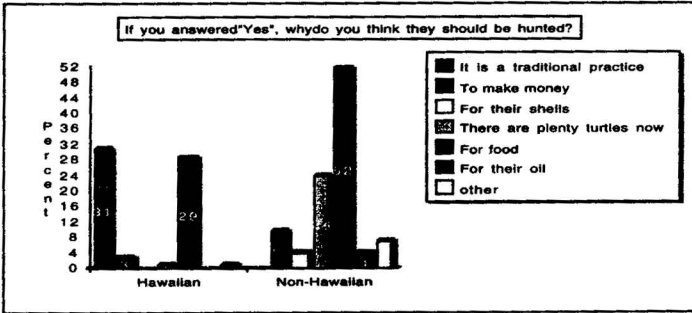
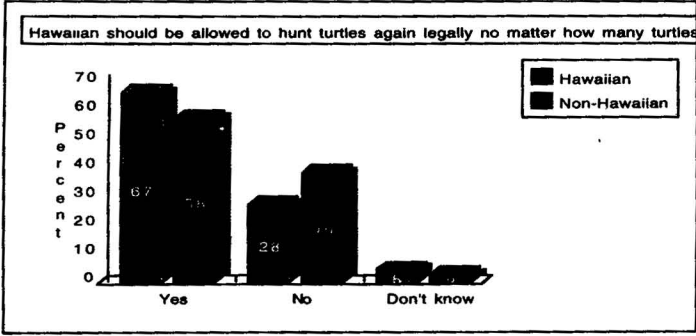
SAMPLE TECHNIQUES:

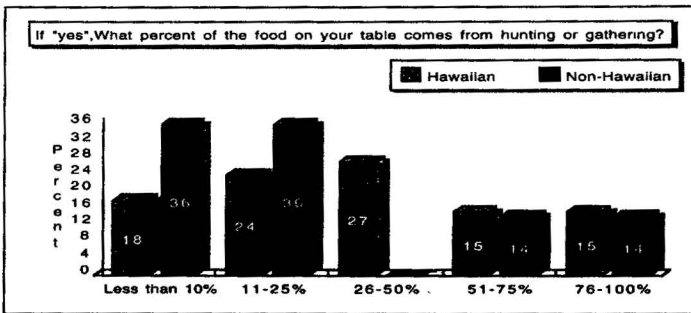
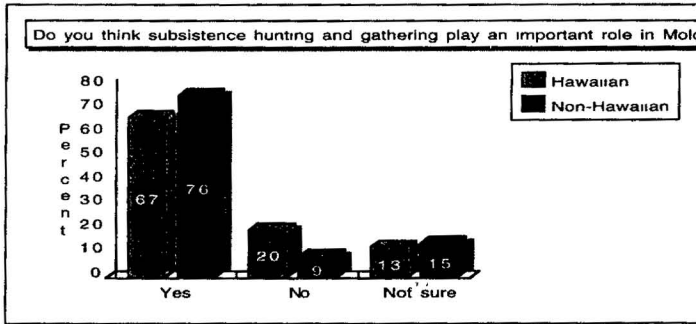
We used a systematic sample and our sample size was 75.

GRAPHS:









CONCLUSIONS:

- 56% of Hawaiians and 59% of non-Hawaiians said the turtle shouldn't be taken off the endangered species list.
- 35% of Hawaiians and 18% of non-Hawaiians said the turtle should be taken off the list.
- 35% of Hawaiian and 42% of non-Hawaiians thought they knew an average amount about green sea turtles.
- 49% of Hawaiians and 55% of non-Hawaiians said "true" the population had increased and according to the data the population has increased.

- 67% of Hawaiians and 58% of non-Hawaiians think that Hawaiians should be allowed to hunt turtles again legally no matter how many turtles there are.
- 100% of Hawaiians said that turtle hunting should be allowed if scientific evidence showed the population had increased. 46% thought only Hawaiians should be allowed to hunt, 38% thought all Hawaii residents should be allowed to hunt and 15% thought both residents and non residents should be allowed to hunt.
- 45% of Hawaiians said that if there were scientific evidence the turtle population was increasing it would not affect their opinion on whether it should be hunted for food.
- For 30% of Hawaiians 51% or more of their food comes from subsistence.
- For 28% of non-Hawaiians 28% or more of their food comes from subsistence.

INFERENCES:

- Maybe the reason most people think the turtle should not be removed from the endangered species list is because they are afraid the number of turtles would decrease.
- Maybe most people knew the turtle population has increased is because they have seen a lot more turtles or have read about the population increase in the paper.
- Maybe the reason more people think Hawaiians should be allowed to hunt turtles is that they respect Hawaiians traditional cultural values.
- People want to be sure there is scientific evidence of turtle recovery before they allow hunting again because they don't want the turtle to go extinct.
- Molokai needs subsistence hunting and gathering to help with expenses and help with costs of buying food.
- Many residents do not have enough money to buy all the food their family needs.

RECOMMENDATIONS:

We need to teach people that turtles are an important species, but that they can be used for food if there is a large and healthy population. If people do hunt turtles, they should only take what they need.

Our group recommends that if turtle hunting is allowed again, there should be limits. Even though most people want to hunt again we must leave enough so that there are turtles left.

EVALUATION:

When our group first started issues we had a little hard time only because we didn't know how each of us worked. We didn't know each other well enough to be in a group so we had to adapt to each other. As soon as we adapted we were up and working. Event, Problem, Issue and Research Questions were problems for us, but writing the data collection instrument wasn't that hard. If we collected more data our research and graphs would have been stronger.

On our DCI we would not have changed any of our questions or take any of them out because all of them were important.

We are really grateful to the people who helped us, especially Buddy Keala and George Balaz. They gave us excellent information.

ACTION PLAN:

Action	Person Responsible	Date Due
• Inform people that turtles are diseased	ALL	JUNE 30, 1999
• Tell people the truth about turtle biology on our D.C.I.	ALL	JUNE 30, 1999
• Tell the community how many people got the turtle biology right who said they knew	ALL	JUNE 30, 1999
• In addition one of our group members would like to continue on turtle issues	JAMMEL	

Management of Hale `O Lono

Principal Investigators: Laulani Puailihau, Shalei Borden

EVENT: The State of Hawaii and Molokai Ranch say that Hale `O Lono isn't being well maintained?

PROBLEM: Who should manage Hale `O Lono?

ISSUE: Should Hale `O Lono be leased to Molokai Ranch?

BACKGROUND:

See panel presentation on Hale `O Lono.

Bibliography.

Interviews

Helm, Kekama. Molokai Resident, telephone interview by Shalei Borden and Laulani Puailihau, 12/5/98.

Dudoit, Vandale. Molokai Resident, in person interview by Shalei Borden and Laulani Puailihau, 3/18/99.

Books/Magazines

Summers, Catherine. Molokai, A Site Survey. Bishop Museum, Honolulu, 1997.

Cooke, George Paul. Moolelo `O Molokai. Honolulu Star Bulletin. 1949.

Ne, Harriet. Tales of Molokai. The Institute for Polynesian Studies. Laie, Hawaii, 1992.

ISSUE ANALYSIS:

Player	Position	Belief	Value
Wilma Grambusch	Against	If Molokai Ranch has the lease on Hale `O Lono they would probably make it private.	Social
Mike Shizuma	Against	There should be public access if Molokai Ranch manages the harbor.	Social
Charlotte Seales	Against	The state owns Hale `O Lono and should manage it.	Political

Vandale Dudoit	Against	The Ranch made the road. The Ranch is the only one that can afford to take care of the harbor.	Economic Economic
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VARIABLES:

Knowledge and perceived knowledge	Opinion	Behavior	Physical
<ul style="list-style-type: none"> • Why people go to the harbor • Capacity of the harbor • Fisheries 	<ul style="list-style-type: none"> • Development • Tourism • Access • Residents • Ranch • Subsistence 	<ul style="list-style-type: none"> • Ethnic group • Fisherman • Camper • Resident • Business owner • Ranch employee 	<ul style="list-style-type: none"> • Size of road to harbor • Condition of pier • Litter at harbor • Condition of harbor • Sediments in harbor

RESEARCH QUESTIONS:

- To what extent, if any, will Molokai residents opinion of the Ranch managing Hale `O Lono Harbor be affected by their knowledge of how that would affect public access?
- To what extent, if any, will the residents of Molokai accept Molokai Ranches future plans for Hale `O Lono?
- To what extent, if any, does the ethnicity of Molokai residents affect their support for the redevelopment of Hale `O Lono by Molokai Ranch?

DATA COLLECTION INSTRUMENT:

These first questions are optional.

What is your phone prefix? 553__ 552__ 567__ 558__

What is the last schooling you completed?

High School__ Middle School__ Elementary__ College__
Other__

What ethnicity are you?

Caucasian ___ Japanese ___ Chinese ___ Filipino ___
 Hawaiian ___ Part Hawaiian ___ Other ___

1. Do you believe that Hale O Lono Harbor should be managed by Molokai Ranch? Yes ___ No ___ Not Sure ___

If you chose yes, then why?

- ___ They have the money to take care of it.
- ___ It will bring tourists.
- ___ It needs someone to take care of it.
- ___ Other _____

2. How much do you know about Hale O Lono?

X _____ X _____ X _____ X _____ X _____
 Nothing A little Average Some A lot

3. Who owns Hale `O Lono Harbor?

Molokai Ranch ___ Hawaiians ___ Hawaiian Homes ___
 State ___ County ___ Other _____

4. Who owns the road to Hale `O Lono?

Molokai Ranch ___ Hawaiians ___ Hawaiian Homes ___
 State ___ County ___ Other _____

5. Do you think there should be a new road to Hale `O Lono if Molokai Ranch manages Hale `O Lono? Yes ___ No ___ Not Sure ___

6. If a new road were built, who should pay for it?

Molokai Ranch ___ State ___ County ___ Other _____

7. Who should pay for the maintenance of the road if Molokai Ranch manages Hale O Lono?

Molokai Ranch ___ State ___ County ___ Other _____

8. Do you think access to Hale O Lono will be restricted if Molokai becomes the manager? Yes ___ No ___ Not Sure ___

9. What changes would you support at Hale O Lono?

- Public boat launch
- Private boat slips
- Public boat slips
- Pavilion with picnic tables, restrooms, showers
- Campsites
- Potable (drinking) water
- Electricity
- Enlarge the jetty so the harbor is more protected
- Other _____

10. If Molokai Ranch manages Hale O Lono and improvements are made, who should pay for them?

Molokai Ranch ___ State ___ County ___ Other _____

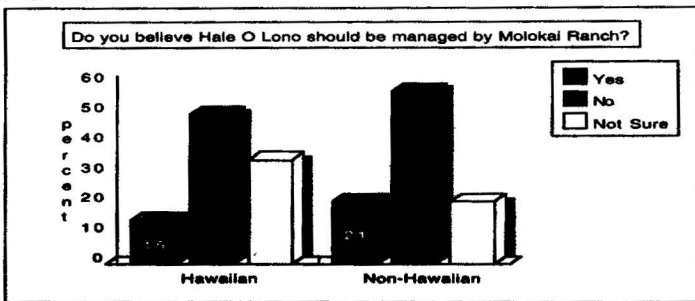
11. If improvements are made at Hale O Lono should they be opened to the public or private? Whoever makes the improvements should decide ___

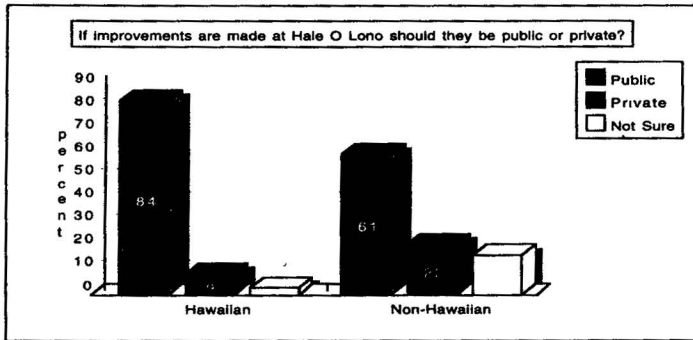
Public ___ Private ___ Not Sure ___

SAMPLE TECHNIQUES:

Systematic sample with sample size of 53.

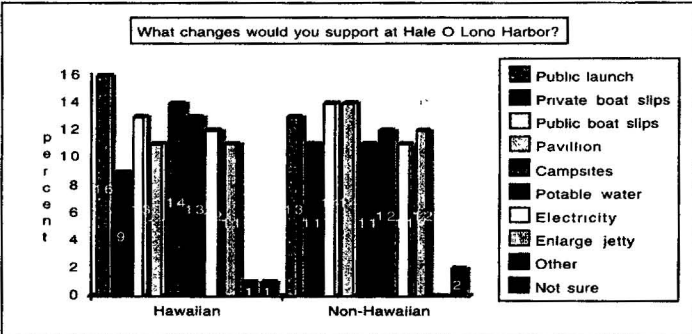
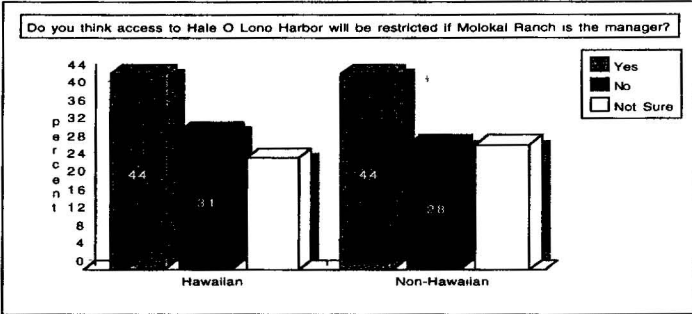
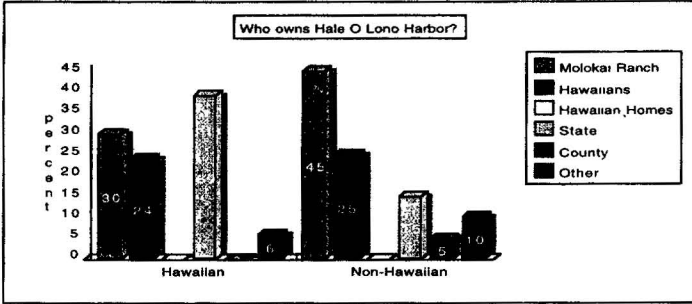
GRAPHS:





CONCLUSIONS:

- 50% of Hawaiians and 58% of non-Hawaiians think Molokai Ranch should not manage Hale O Lono Harbor.
- 15% of Hawaiians and 21% of non-Hawaiians think the Ranch should manage the harbor.
- 39% of Hawaiians said the state owns the harbor.
- 45% of non-Hawaiians said the Ranch owns the harbor.
- 24% of Hawaiians and 25% of non-Hawaiians said the harbor is owned by Hawaiians.
- 44% of Hawaiians and 44% of non-Hawaiians think the Ranch would restrict access.
- 31% of Hawaiians and 28% of non-Hawaiians said the Ranch would not restrict access.
- 16% of Hawaiians and 13% of non-Hawaiians said they would support a public boat launch.
- 14% of Hawaiians wanted campsites.
- 14% of non-Hawaiians support a pavilion or public boat slips.
- 84% of Hawaiians and 61% of non-Hawaiians said Hale O Lono improvements should be opened to the public.
- 9% of Hawaiians and 22% of non-Hawaiians think Hale O Lono improvements should be private.



INFERENCES:

- The reason so many people do not want the Ranch to manage the harbor maybe because they don't believe the Ranch keeps its word and they do not trust the Ranch.
- Maybe Hawaiians know that the harbor is owned by the state because they spend more time there.
- Maybe 45% of non-Hawaiians think the Ranch owns the harbor because the Ranch maintains the road and own the lands around the harbor.
- Maybe so many people think Hawaiians own the harbor is because everything used to belong to the Hawaiians.
- We think the data may reflect the fact that people think the Ranch is only interested in making money and would charge admissions or fees.
- Maybe the people who say the Ranch would not stop access work for the Ranch or have family who work for the Ranch.
- Hawaiians may want a public launch so they can catch fish for family food.
- Maybe non-Hawaiians want a pavilion and public boat slips so it will be a safer and easier beach to use.
- Maybe most people want Hale O Lono opened to the public because Hawaiian values teach us to share.
- Maybe the people that want Hale O Lono private want to keep it for themselves and take more than what they need.

RECOMMENDATIONS:

We think the community should be informed about the changes taking place at Hale O Lono. There is a new road and portable toilet that the Ranch has put in. It was put in for public safety.

We think if the Ranch still wants to manage Hale O Lono they need to hold meetings to explain there plans and get the community on there side. We also think the Ranch should listen to the community and make all of the improvements public.

EVALUATION:

We think the most difficult thing we did was making phone calls, writing background information, and writing our data collection instrument. We think the questions on our DCI were all useful. Next year we would be sure to turn in all of our work on the due dates.

Beach Access and Litter

Principal Investigators: Mary Lagazo, Ashley Woolsey

EVENT: People don't properly dispose of trash.

PROBLEM: Trash gets on beaches and in the ocean and nobody wants to clean it up.

ISSUE: Who should be responsible for marine and non-marine beach litter clean up?

BACKGROUND:

When dirty diapers or beer cans that still contain liquids go into the ocean it can spread bacteria or viruses that make people and animals sick. People and animals can hurt themselves by stepping on broken glass that people carelessly throw away. Plastic can kill animals when they think it is food and try to eat it.

Litter gets into the ocean when people on boats throw things overboard. Oil may leak from boat engines. Beach litter can also come from the shore. Things can wash down storm drains or streams. Sewers can have spills and cesspools can seep their contents into the ocean when they are located close to the ocean. People also leave litter at beaches and this can blow into the ocean and make the ocean stink (stink) and may cause ocean animals to get sick or die. Some ways that litter gets on beaches are floods, sewers and cesspools, boats, people and tradewinds.

Community organizations, as well as families clean our beaches and oceans. When they do they often see dead animals. Some people dump the carcasses of game animals in the ocean after they have cleaned them. People who go swimming have to get out of the water because the sight of the dead animals is really gross and could make them sick. The people who litter will soon realize that they cannot go swimming anymore because the ocean will be so unhealthy, unless they want to swim with dead animals, dead fish, stink water, and rubbish all around.

Pollution of the ocean with garbage is a serious problem. Worldwide, there are as many as eight million items of garbage that get into the ocean.

Some of the most common items are glass bottles, plastic bottles, oil, cigarette butts, hazardous chemicals and fishing nets. This garbage has been increasing and people who go to the beach say they see more every year. It flows into animal habitats causing serious illnesses to the animals and even death.

Careless or thoughtless people just don't understand that they are hurting our beaches and oceans and most of all they are hurting our planet. Most of all they are hurting themselves, but they just don't realize it yet. We hope they will realize what they are doing to our beaches and ocean and stop before it's too late. It may be too late already. That is a scary thought.

ISSUE ANALYSIS:

Player	Position	Belief	Value
Dave Hill, founder of non-profit Citizen's Action Project		<ul style="list-style-type: none"> • The biggest problem facing the ocean in Hawaii is non-point source pollution, runoff from agriculture and construction smothering the reefs, and overfishing • If nobody helps out, five years from now there will be nothing left for our kids 	<ul style="list-style-type: none"> • Ecological and Environmental • Cultural
Peter Cole, North Shore surfer since 1950		<ul style="list-style-type: none"> • The ocean doesn't take care of itself. It needs help due to human abuse and neglect. • We need to tell young people and people like myself who gain so much from the ocean that its time to return that aloha to the ocean they love so much. • We want to get grassroots movements all around the island even if we don't have a big issue 	<ul style="list-style-type: none"> • Environmental • Ethical/Moral • Environmental

VARIABLES:

Knowledge and perceived knowledge	Opinion	Behavior	Physical
5. Litter on beaches 6. How many people litter 7. Animals hurt by litter 8. People getting hurt by glass 9. People cleaning up 10. Marine litter	<ul style="list-style-type: none"> • People who litter • People picking up litter • People who live on beaches • People who don't care where there litter goes • Tourists that go to beaches • How litter gets on beaches 	<ul style="list-style-type: none"> • People who litter • People who clean up beaches • Jobs • Clubs or organizations • Leisure activity • Hunters 	11. Number of people littering 12. Number of animals injured or dying 13. Number of people cleaning up 14. Location of beach 15. Types of litter 16. Amount of litter at different beaches

RESEARCH QUESTIONS:

- To what extent, if any, does the location of beaches on Molokai effect how litter gets on beaches?
- How many types of litter get on Molokai beaches and how much of each type?

DATA COLLECTION INSTRUMENT:

male female

1. How much do you know about beach litter?

|-----|-----|-----|-----|
 nothing a little average above average a great deal

2. Is there a law about leaving or dumping litter on beaches?

yes no don't know

3. How often do you go to the beach?

- daily
- weekly
- monthly
- less than once a month
- other _____

4. Which beach do you go to most often? _____

17. Which beach do you think has the most litter? _____

6. How often do you leave litter at the beach?

- never
- some times
- always

7. What do you think is the main reason people leave litter at the beach?

- no trash cans
- lazy
- don't care
- don't live there
- other _____

8. What is the main reason you think people on boats throw their litter overboard?

- no other place to put it
- don't realize it might come to shore
- lazy
- thoughtless
- don't care
- other _____

9. Have you ever participated in the county's "Get the drift and bag it" beach litter cleanup day?

- yes
- no

10. Where do think most beach litter comes from?

- boats
- Molokai residents
- other islands
- Japan
- visitors
- other _____

11. What litter do you see most frequently at the beaches you go to?

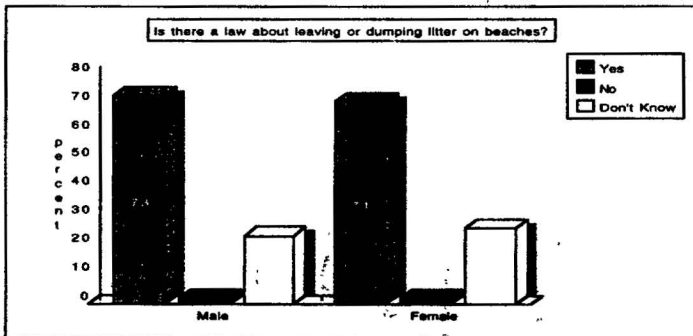
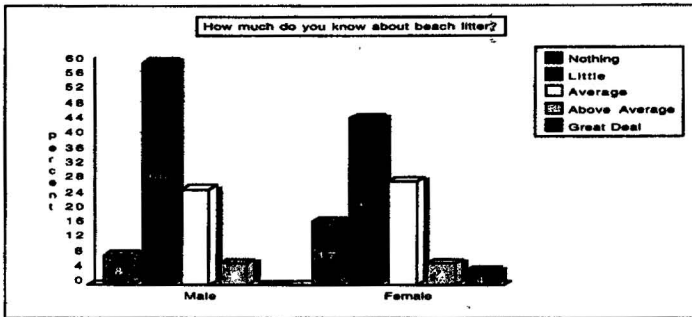
- plastic bags
- cans
- plastic bottles
- diapers
- styrofoam plates and cups
- fishing nets
- cigarettes
- plastic rings from six packs
- glass jars and bottles
- other _____

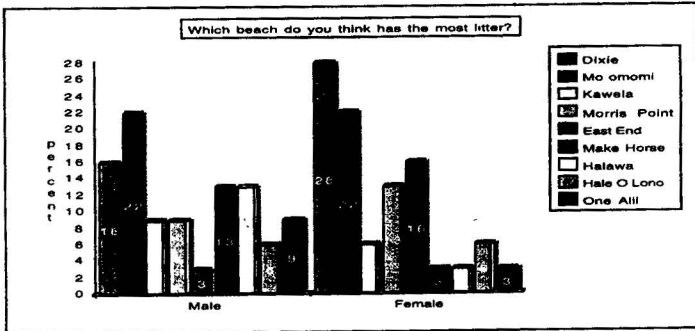
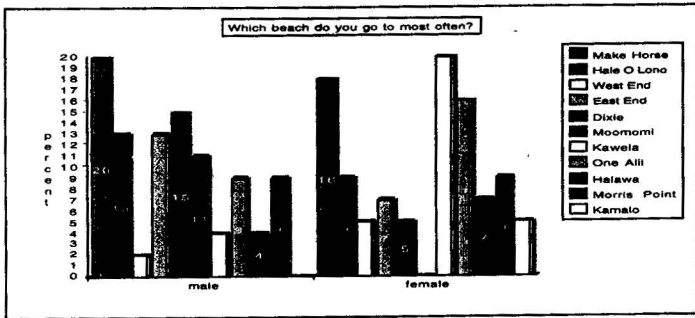
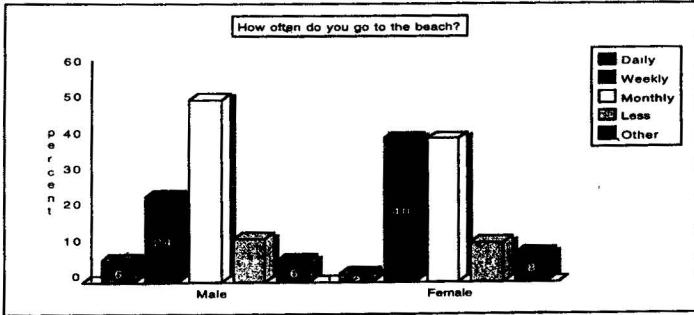
12. Who do you think should pay for beach litter clean up?
 ___ state ___ people who litter ___ county ___ other _____

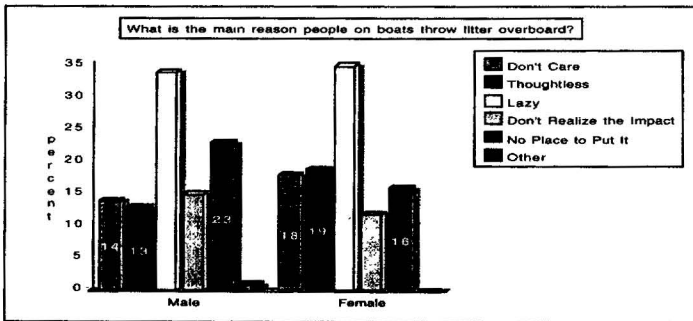
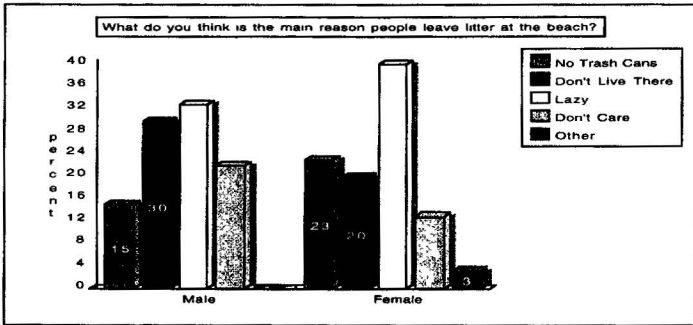
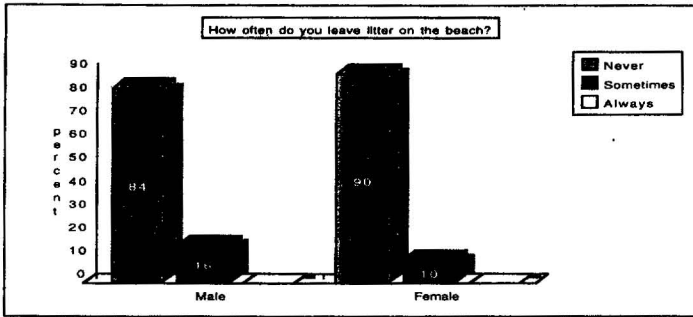
SAMPLE TECHNIQUES:

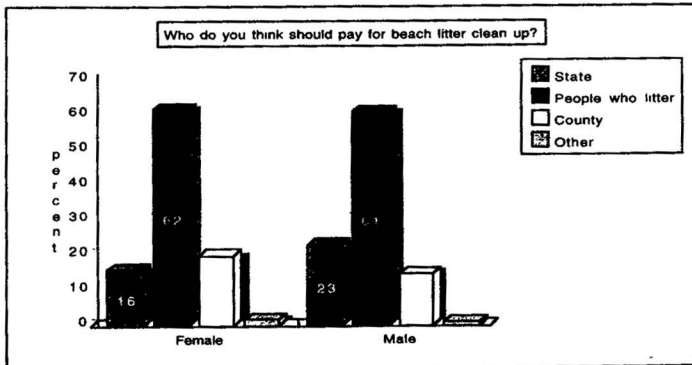
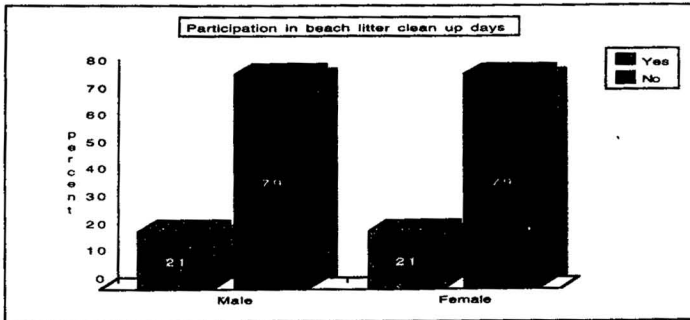
We sampled 103 people in a systematic way.

GRAPHS:









CONCLUSIONS:

- 68% of the males and 62% of the females said they knew a little or nothing about beach litter.
- 73% of males and 71% of females know that there is a litter law.
- 26% of males and 29% of females do not know that there is a litter law.
- 6% of the males and 2% of the females go to the beach daily.
- 51% of the males and 40% of the females go to the beach monthly.
- 20% of males said they go to Make Horse beach most often.
- 20% of females said they go to Kawela beach most often.
- 22% of the males think Moomomi has the most litter.

- 28% of the females think that Dixie has the most litter.
- 84% of males and 90% of females say they never leave litter at the beach.
- 16% of males and 10% of females say they sometimes leave litter at the beach.
- 28% of the males and 40% of the females think people leave litter at the beach because they are lazy.
- 15% of the males and 23% of the females think people leave litter because there are no trash cans.
- 34% of the males and 35% of the females thought people litter because they are lazy.
- 23% of the males thought people littered because there was no place to put it.
- 79% of males and 79% of females do not participate in beach litter clean up days.
- 29% of the males think most litter comes from visitors.
- 32% of the females think most litter comes from Molokai residents.
- 20% of females think most litter comes from visitors.
- 28% of males think most litter comes from Molokai residents.
- 61% of males and 62% of females think people who litter should pay for the clean up.

INFERENCES:

- Maybe they go to those beaches most often because it is closest to their homes.
- Maybe 84% of males and 90% of the females say they never leave litter at the beach because it is disgusting or because they heard about the law.
- Maybe more females say people don't care because they see people throwing rubbish anywhere.
- Maybe males and females know a lot of lazy people.
- Maybe males and females don't have time to go to beach clean up days or they don't want to go.
- Maybe more men and women said they haven't participated in the beach litter clean up day because they haven't heard about it or they don't have time.
- Maybe more men and women said they see plastic nngs more than any other trash because lots of people drink lots of soda and juice a the beach.
- Maybe more people say that Dixie has more litter than any other beach because more people go there.

RECOMMENDATIONS:

Our sample size was large enough to give us reliable data and advice.

- We recommend that people learn more about beach litter.
- We recommend that people do not leave litter on the beach.
- We recommend that more people participate in "Get the Drift and Bag It."
- We recommend that when people do go to the beach they take a trash bag and clean up some of the litter others leave as well as take out their own.

EVALUATION:

If we did this issue again we would change it by doing less questions. The question we would like to get rid of would be how often do they go to the beach, because it did not matter in their answers to other questions. We were not able to get to the beach. It was too hard to find time to take the field trip and our teacher was not able to help us work it out even though she wanted to. This kept us from getting some of the physical data we needed to answer our research questions. We worked well together and got along well.

Kaunakakai Main Street

Principal Investigators: Crystal Yuen

Other Group Members: Nainoa Buchanan, Matthew Bicoy

EVENT: Global warming and economic declines and poor original or renovation planning of Kaunakakai main street.

PROBLEM: One side of the road is hotter and one side has more shade and people don't like to shop/walk on the hot, crowded, unshaded side of Kaunakakai.

ISSUE: Should main street Kaunakakai be environmentally, economically, and aesthetically renovated?

BACKGROUND:

Economic conditions have deteriorated over the last 10 years. Hotel vacancy rates are higher than on any other island. Small businesses have languished or disappeared. The official unemployment rate was 9.1% in December 1995. About 20% of Moloka'i households receive some sort of public assistance.

"Dream or not, the Ranch seems to be the only entity on Moloka'i that has a specific vision for the future of the island. Everyone else is hanging on," says Scott Whitney in his article "Moloka'i Dreaming" published in Honolulu in August 1996. Kaunakakai is Moloka'i's main town. It is located in the middle of Moloka'i. In all of the Moloka'i Ranch plans they don't say anything about Kaunakakai. It seems like we are not thinking about Kaunakakai town. We need to reuse and recycle and that also goes for that only town that we have now. It will also go for our communities and hotels.

"In 1899, when George Paul Cooke first visited Moloka'i he wrote, "...we landed from shore boats on a small pier of Kiawe piles leeward of the present mole. The mole, which is one-half mile long, was constructed in 1899 by ASCO. Rock for its construction was obtained from a heiau (temple) which is the site of the upper house of the Hawaiian Homes Commission, above their well in Kalamaula, called

Oloolo. During construction, the loaded cars, running on tracks, carried the rock by gravity to the mole."

Here are some of our plans. Provide more parking and define circulation for the handicapped access. Screen parking lots with landscape planting. One of our newest plans is to make parallel parking on one side of the road and leave it diagonal on the other side. There would then be room to put a strip down the middle of the road with trees and benches. This could be like an outdoor mini mall.

ISSUE ANALYSIS:

Player	Position	Belief	Value
Mr. Imamura	For	• There should be more shade on the left side of the road.	• Environmental
Kekama Helm	For	• People who own private lands should put trees on them. • I would like to see a pedestrian mall.	• Environmental • Social
Richard Young	For	• I would like to see a tree line down the middle of main street with benches and tables. • The changing of Kaunakakai shouldn't hurt deliveries to the stores.	• Environmental & Aesthetic • Economic
Harold Edwards	For	• There should be more trees and parking.	• Environmental

VARIABLES: none available

RESEARCH QUESTIONS:

1. To what extent, if any, would the businesses in Kaunakakai attract more customers if the main street were redesigned?
2. To what extent, if any, does the temperature in Kaunakakai effect the shopping habits of Molokai residents?
3. To what extent, if any, would a redesigning of main street affect the number of Molokai residents that shop in Kaunakakai?

DATA COLLECTION INSTRUMENT:

Do you own a business on Molokai?

7% said yes

93% said no

If you own a business, where?

33% said Kaunakakai

22% said Kualapuu

22% said Maunaloa

22% said other

1. What things do you do in town?

12% cruise

12% visit friends

16% shop

17% bank

11% work

11% eat out

8% get gas

11% go to ball game

2% don't go to town

2% other

2. Do you live between Manila Camp and Ranch Camp?

47% yes

53% no

3. If no, where?

24% Kualapuu

13% Maunaloa

12% Kalai

21% Hoolehua

30% other

4. What is your opinion on the issue, should Main Street Kaunakakai be environmentally, economically, and aesthetically renovated?

21% strongly agree

5% agree

65% neutral

0 disagree

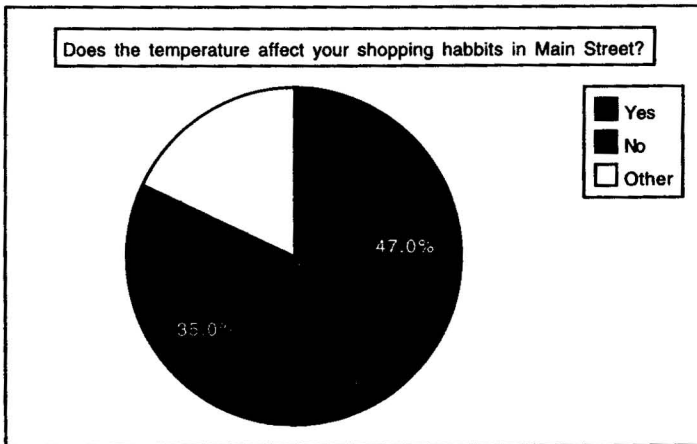
9% strongly disagree

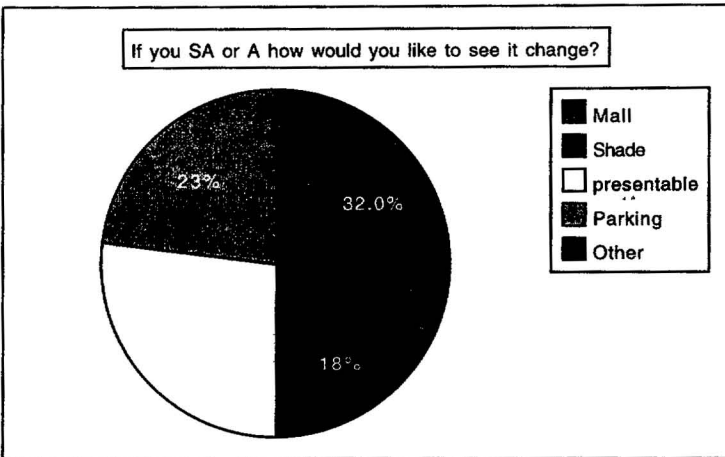
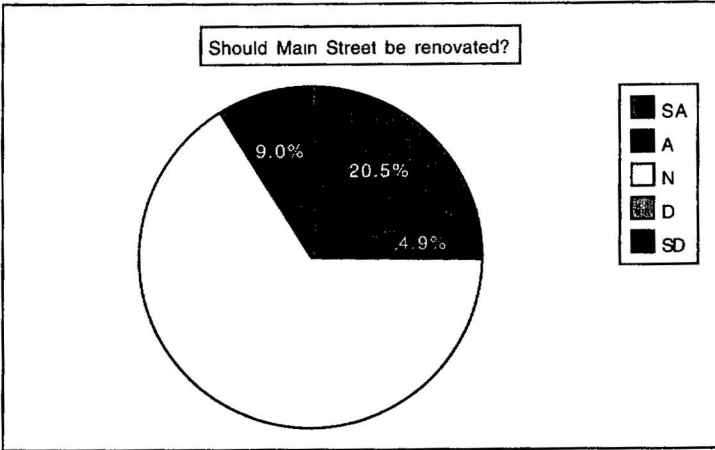
- 5. If you agreed or strongly agreed, how would you like it to look?
 - 32% redesign the roads so there can be a pedestrian mall
 - 18% add some more trees and benches to both sides of the road
 - 27% more presentable (freshly painted, cleaner, etc.)
 - 23% more parking
- 6. Do you own any private property behind any of the stores on Main Street?
 - 4% yes
 - 96% no
- 7. Does the temperature affect you shopping habits in Main Street?
 - 47% yes, it keeps me from shopping
 - 35% no, it makes no difference
 - 18% other

SAMPLE TECHNIQUES:

This was a systematic sample. The sample size was 74.

GRAPHS:





CONCLUSIONS:

- 47% of the people we talked to said, yes the temperature affects their shopping habits in Main Street.
- 35% said the temperature doesn't affect their shopping habits in Main Street.
- 80% of the people we called were neutral about this question.
- 17.5% agreed or strongly agreed
- 2.5% disagreed or strongly disagreed
- 32% favored a pedestrian mall.
- 22% wanted more parking, shade, and have it more presentable.

INFERENCES:

- Maybe 47% of the people said, the temperature affects their shopping habits in main street, because it is too hot and they don't like to shop in the heat.
- Maybe 35% of the people said, the temperature doesn't affect their shopping habits, because they are used to the heat or they like to shop in the heat.
- Maybe 80% of the people we called were neutral about this question because the issue never came up before.
- Maybe 17% agreed or strongly disagreed because they don't like the way it looks or they think it should be changed.
- Maybe 32% wanted a pedestrian mall because it is nice and it won't change the town too much.
- Maybe 22% wanted more parking, shade, and have it more presentable because they don't want it to change.

RECOMMENDATIONS:

We recommend further investigation into turning Main Street into a pedestrian mall. We recommend more shade, more parking and more presentable storefronts. After collecting our data we had another idea, that was not included in our data collection. The idea is to change the parking on one side to parallel and that would give room for a nine-foot wide median park. We know we need to work with merchants in Kaunakakai on this and we welcome their ideas and suggestions.

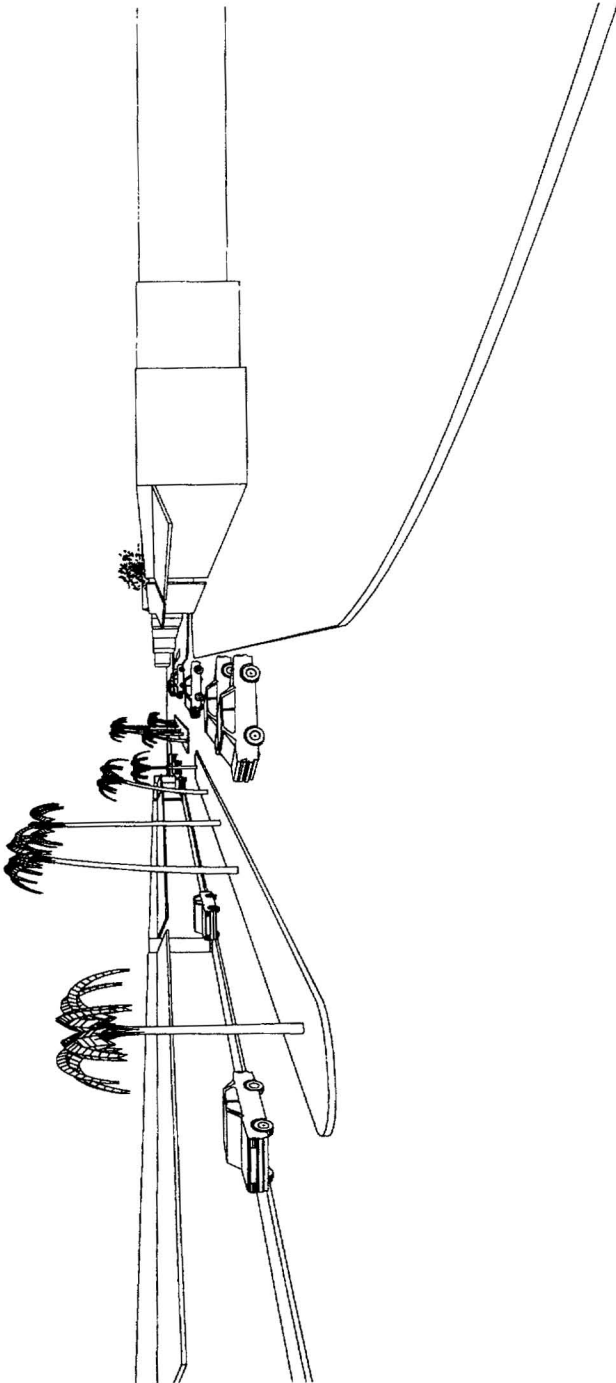
EVALUATION:

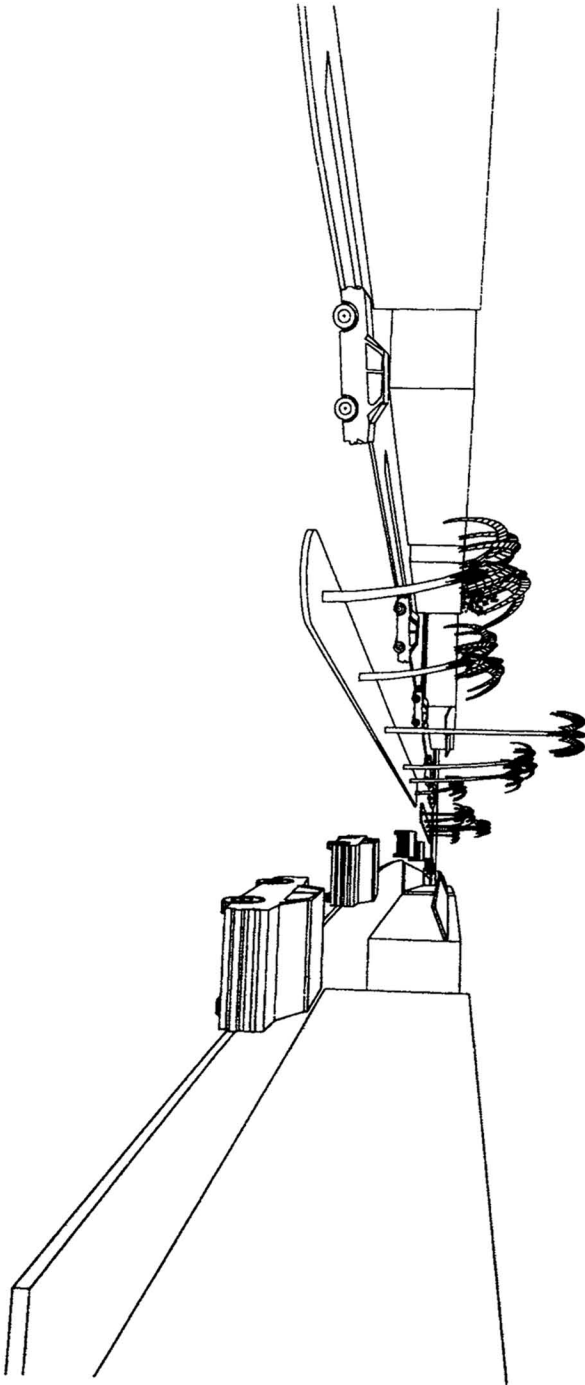
If we could change something about our issue we would have collected more data because some of us couldn't collect the amount of DCI's that we should have. If we started talking to the merchants earlier we could have gathered a little more background and maybe start to get them to think about ideas for a change. Otherwise it was okay.

ACTION PLAN:

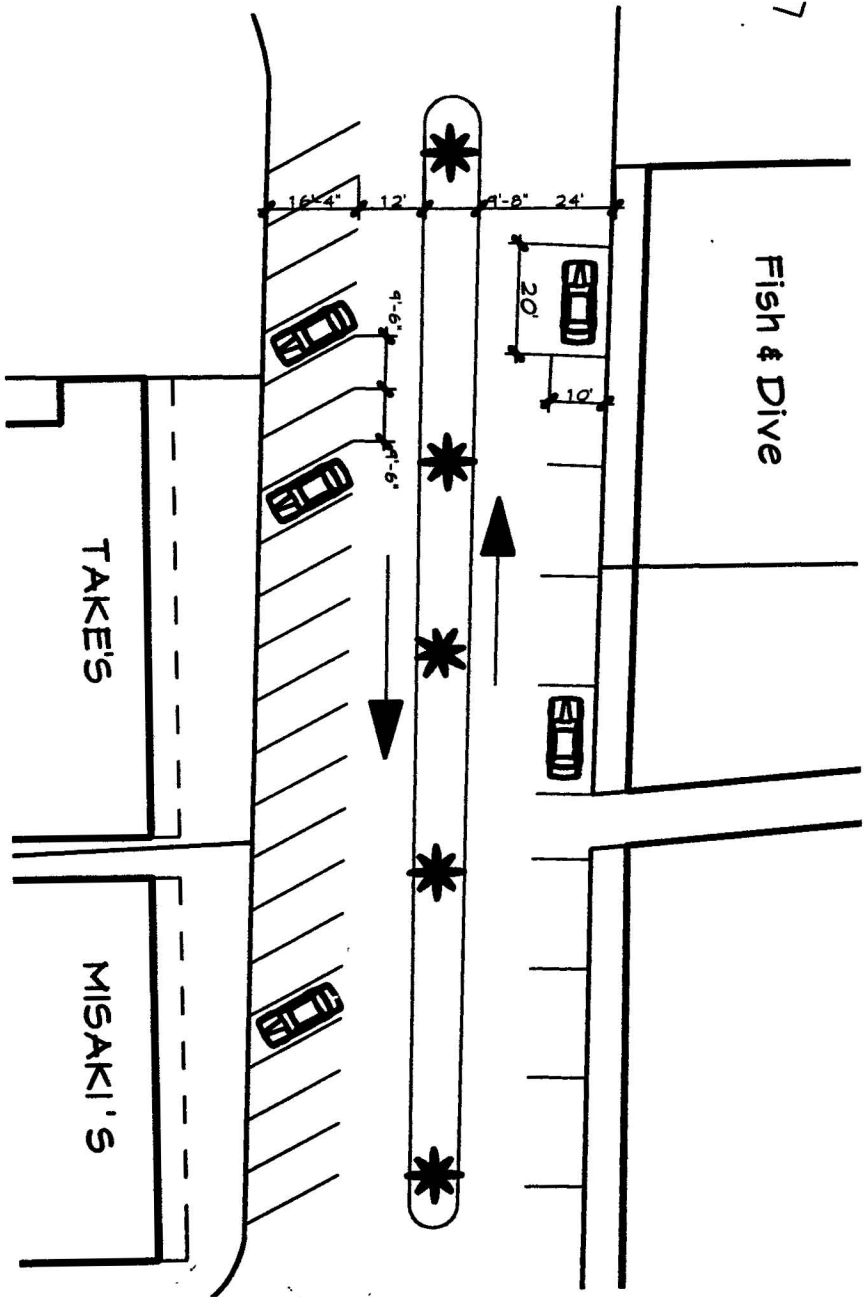
We think we need persuasive, political and educational actions. We want to continue with our issue next year and our goal is to convince Molokai residents to agree to change the road in Kaunakakai so there is a middle parkway between Fish and Dive and Friendly Market.

We need to collect more data, talk to more shop owners, refine our architectural drawing with Richard Young and inform Pat Kawano and other politicians. We also need to hold a community meeting to get input.









7

Soil Contamination

Principal Investigators: Jennifer Boswell and Tristan Kiyan

EVENT: Big agriculture business plantations developed on Moloka'i.

PROBLEM: Plantations used chemicals to increase their harvest.

ISSUE: Does Moloka'i's soil contain hazardous materials?

BACKGROUND:

Soil is the earth's first layer of the earth's surface. We live on soil. It helps the plants that make up our food.

The weathering of rock by rain, erosion, freezing or thawing, and plant roots makes soil. Weather creates the mineral particles that make up most of the topsoil. The breaking down of organic matter, the remains of plants and animals, adds humus and adds nutrients to the soil.

Topsoil is the first layer of the soil and it contains the larger amount of decomposed organic matter called humus. Humus gives topsoil its dark brown color. Topsoil contains the water and nutrients necessary for plants to grow.

People need food to live and grow. Plants make their own food using sunlight and necessary nutrients in the form of chemical elements.

Organic matter is a very important part of soil. As organic matter breaks down, plant nutrients are released into the soil. Organic matter acts like a dishwashing sponge to hold water and nutrients in the soil.

Over the past few years, Oahu, Kauai, and Maui have been having problems with chemicals in their soil. One of the chemicals used on the pineapple plantations on Oahu is EDB or Ethylene Dibromide. EDB or Ethylene Dibromide was used in the pineapple fields to control nematodes. Nematodes are a parasitical species of worm that feeds on the roots of plants. These plants don't grow well and in some cases the plants may die from the damage caused by the nematodes. Damaged plants don't produce many crops. Nematodes eat the roots of a lot of different plants, not just pineapple. EDB was injected into the soil before the pineapple fields were planted in an attempt to control these nematodes. Not much EDB was used on Molokai as other materials worked better under Moloka'i conditions. EDB can be considered a hazardous chemical. Therefore, a lot of safety precautions were taken to make sure that no one was injured by it.

Years ago the gasoline companies made a type of gasoline that contained lead and everyone called it "Ethyl". That type of gasoline contained EDB and that's why it's called "Ethyl". It was used as a degreaser for the lead that was in the leaded gas. The EDB helped clean the lead out of engines.

EDB is hazardous if someone gets it on his or her skin. When this happens it will cause burning of the exposed skin and blistering. It will destroy the skin tissue. If one were to get it in their eye, it could cause blindness or other eye problems. If anybody drinks it (very unlikely) that person would die.

Inhaling the fumes for long periods of times can cause serious lung damage. When someone got it on their skin, they had to wash it off. If someone got it on their boots, they were told to go home and change their boots, and these couldn't be worn for a week. If someone splashed it in their eye, that person had to wash their eye for a long time and go to a doctor immediately. Anytime a person who was exposed to a chemical like EDB the supervisors made sure they received medical attention.

It is thought that EDB may cause some kinds of cancers. Chemicals are dangerous and should not be used or handled by people that don't know about it. People can be badly hurt by chemicals when they don't what they are doing.

Bibliography:

- Notes from talking to Mr. Nathan Varnes, USDA Natural Resources Conservation Service
- Notes from talking to Mr. McCloskey, supervisor of pineapple plantation
- Topsoil Tour, LaMotte.

ISSUE ANALYSIS:

Players	Belief Statement	Value
Blomberg	<ul style="list-style-type: none"> • The spill occurred by our domestic water well. • From the way the well was constructed we do not think any contamination took place. • Only one employee got the spill on his hands, but had worked with EDB before and knew how to wash it off. • It is my understanding that Dow will replace the lost fumigant. 	<ul style="list-style-type: none"> • Environmental • Health • Health • Economic
McCloskey	<ul style="list-style-type: none"> • Nematodes are a parasitic species of worm that feed on plant roots. • Nematodes prevent farmers from producing good crops. • If anyone were to drink EDB, they would die. 	<ul style="list-style-type: none"> • Ecological • Economic • Health
EPA	<ul style="list-style-type: none"> • In April 1980, at the urging of the EPA, the state again undertook a program of testing over 60 wells where soil fumigants had been applied on Oahu and Maui. • Test results taken from an April sample: 14 from Kuna camp showed that EDB was present at 92 micrograms per liter - 2,300 times the maximum contaminant level allowed. 	<ul style="list-style-type: none"> • Health • Health

VARIABLES:

Knowledge or Perceived Knowledge	Opinion	Behavior	Physical
<ul style="list-style-type: none"> • Molokai soil composition • soil formation • chemicals used by pineapple plantations • toxicity of chemicals used • sampling techniques • water sources • path of ground water • agricultural technology • safety of chemical use 	<ul style="list-style-type: none"> • affect on job • age • where raised • education • where they live now • have they worked with chemicals • do they know anyone affected by chemicals 	<ul style="list-style-type: none"> • work in agriculture • farming • managing a business • work with people affected by chemicals • use soil/water in a contaminated area 	<ul style="list-style-type: none"> • amount of chemicals • how many chemicals • concentration of chemicals • how big an area is contaminated

RESEARCH QUESTIONS:

1. In what ways, if any, are soil samples from different sites comparable in composition?
2. To what extent, if any is Molokai residents' opinion about the affect of chemicals on the health of pineapple plantation workers affected by knowing someone who worked in the pineapple fields who has health problems?
3. In what ways, if any, are Moloka'i residents knowledgeable about the fertility of Moloka'i soil?
4. In what ways, if any, does the knowledge of Molokai residents about chemicals used on pineapple plantations affect their opinion that these chemicals have affected the health of Molokai residents?

DATA COLLECTION INSTRUMENT:

1. Where do you live?

<input type="checkbox"/> Kalae	<input type="checkbox"/> Kualapuu	<input type="checkbox"/> Kaunakakai
<input type="checkbox"/> Maunaloa	<input type="checkbox"/> Hoolehua	<input type="checkbox"/> East End
<input type="checkbox"/> other		
2. How knowledgeable are you about soil fertility on Molokai?
 - not at all
 - a little
 - somewhat
 - knowledgeable
 - very knowledgeable

3. Check off the things on this list that you think the soil needs to be fertile.

- | | | |
|---|---|---|
| <input type="checkbox"/> soda | <input type="checkbox"/> compost | <input type="checkbox"/> fertilizer |
| <input type="checkbox"/> grass | <input type="checkbox"/> lead | <input type="checkbox"/> petroleum |
| <input type="checkbox"/> pesticides | <input type="checkbox"/> herbicides | <input type="checkbox"/> nematicides |
| <input type="checkbox"/> nematodes | <input type="checkbox"/> insects | <input type="checkbox"/> nitrogen |
| <input type="checkbox"/> water | <input type="checkbox"/> carbon dioxide | <input type="checkbox"/> sulfur |
| <input type="checkbox"/> oxygen | <input type="checkbox"/> ash | <input type="checkbox"/> volcanic waste |
| <input type="checkbox"/> ethylene dibromide | | |

4. How knowledgeable are you about the agricultural uses of chemicals?

- not at all
 a little
 somewhat
 knowledgeable
 very knowledgeable

5. Check off the chemicals you think were used on Molokai pineapple plantations.

- | | | |
|---|---|--------------------------------------|
| <input type="checkbox"/> DDT | <input type="checkbox"/> Heptachlor | <input type="checkbox"/> Lindane |
| <input type="checkbox"/> Parathion | <input type="checkbox"/> Diazinon | <input type="checkbox"/> Cloropicpin |
| <input type="checkbox"/> Vidusu | <input type="checkbox"/> Dibromochloropropane | <input type="checkbox"/> EDB |
| <input type="checkbox"/> Methyl Bromide | <input type="checkbox"/> Fruitone | <input type="checkbox"/> Monuron |

6. Do you think that chemicals used on Pineapple Plantations have affected the health of Molokai residents?

- strongly disagree
 disagree
 neutral
 agree
 strongly agree

How do you think the health of Molokai residents have been affected?

- | | |
|--|---|
| <input type="checkbox"/> birth defects | <input type="checkbox"/> cardiovascular disease |
| <input type="checkbox"/> lung disease | <input type="checkbox"/> heart disease |
| <input type="checkbox"/> diabetes | <input type="checkbox"/> arthritis |
| <input type="checkbox"/> immune system disorders | <input type="checkbox"/> other |

7. Do you know anyone who worked in the pineapple fields who suffered from any of the following?

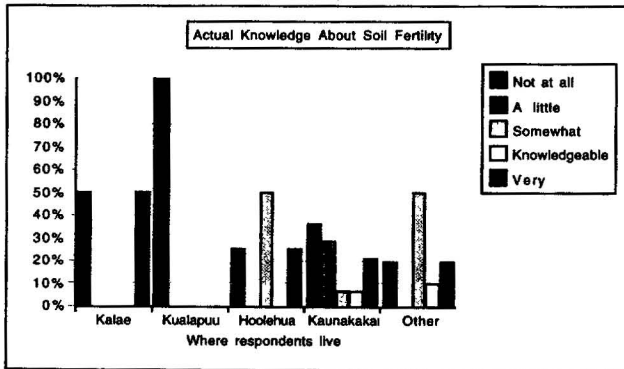
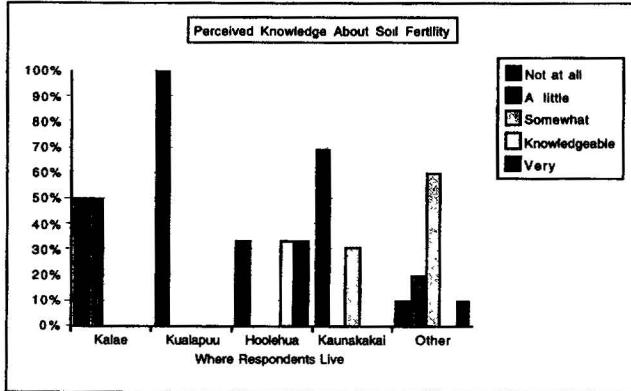
- | | |
|--|---|
| <input type="checkbox"/> birth defects | <input type="checkbox"/> cardiovascular disease |
| <input type="checkbox"/> lung disease | <input type="checkbox"/> heart disease |
| <input type="checkbox"/> diabetes | <input type="checkbox"/> arthritis |
| <input type="checkbox"/> immune system disorders | <input type="checkbox"/> other |

SAMPLE TECHNIQUE:

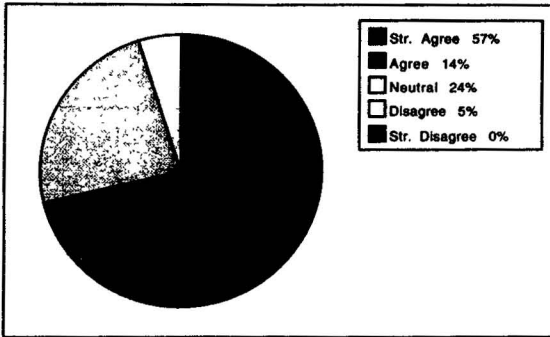
Number of DCIs collected: 39

Our sample technique was a systematic sample with a random start using the telephone book and highlighting phone numbers.

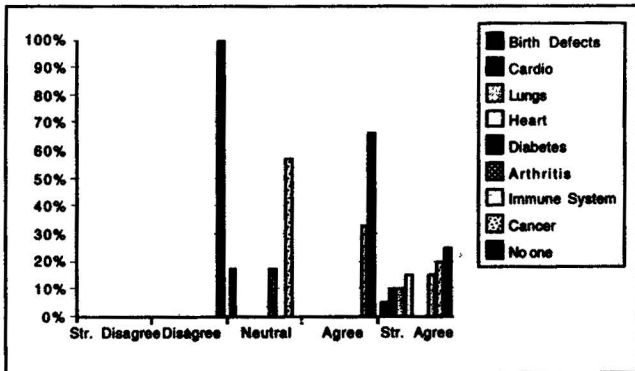
GRAPHS:



Do you think that chemicals used on pineapple plantations have affected the health of Molokai residents?



Do you know anyone who worked in the pineapple fields who have any of these health problems vs. opinion whether pineapple plantation chemicals have affected the health of Molokai residents.



CONCLUSIONS:

- 33% of people from Hoolehua said they were "very" knowledgeable about soil fertility.
- 50% who lived in Kalae are very knowledgeable about soil fertility and 50% were "not at all" knowledgeable and 100% of the people from Kualapu'u were "not at all" knowledgeable about soil fertility
- 57% of the people surveyed "strongly agreed" or "agreed" that the chemicals used on pineapple plantations have affected the health of Molokai residents.
- 5% of the people surveyed disagreed that chemicals used on pineapple plantations have affected the health of Molokai residents.
- 100% of the people who "disagreed" that chemicals have affected the health of Molokai residents knew "no one" who had been affected.
- 75% of people who "strongly agree" know people who have cardiovascular disease, heart disease, lung disease, birth defects, immune system disorder, or cancer.

INFERENCES:

- Maybe Hoolehua residents thought they knew more than they actually did because they live in an agricultural area.
- Maybe Kaunakakai and Kalae residents thought they knew less than they did because the pineapple plantations weren't located in Kaunakakai or Kalae.
- Maybe the people disagreed because they don't have personal knowledge of anyone who has been affected and they need physical proof.
- Maybe the people strongly agree because they know someone who has been affected by chemicals pineapple plantations used.

RECOMMENDATIONS:

We recommend that we collect more DCIs before we do anything else. If the data remains consistent we would recommend that test sites be selected and soil samples tested for the chemicals which were used on pineapple plantations. Residents seem to think there is a relationship between the use of chemicals and health problems. We would like to research that idea more fully.

EVALUATION:

At first we struggled to work together on this issue because we weren't sure what we were doing. Once we started working we saw how big an issue this really is. We had a soil testing kit, but were unable to collect enough samples to compare results. If we did this again, we would start out with the testing so we could use our data in our background information. We were disappointed with the number of responses we got and next year we will work harder to collect a larger sample. We would also change our questions so they would be easier for people to understand and answer, especially #3 and #5.

Bottled Water vs. Tap Water

Group Members: Troy M. Ilena, Brittani Howard, and Joshua Kai-Corpuz

EVENT: Notices come out that say there are contaminants in the tap water.

PROBLEM: People buy bottled water, but some studies say bottled water has contaminants, too.

ISSUE: Is bottled water safer to drink than tap water on Molokai?

BACKGROUND:

Three-fourths of our earth is covered with water. Only 0.8% of that water is fresh water and even less than one half is safe for drinking water and household needs. We take our water for granted and use more than we think.

Even though we have the Safe Drinking Water Act, or SDWA, tap water contamination still happens. An example of this is the contamination in Milwaukee that killed hundreds of people and sickened four hundred thousand more people. Sometimes people buy bottled water to be safe, but are you really safe? You might actually be buying water from someone else's tap. Even chlorine in your water isn't enough to disinfect against certain bacteria or chemicals. Research shows that millions of people drink tap water that is contaminated with toxins.

People need water, just like they need air. The average person consumes about half a gallon of water a day. Boiling water is likely to kill germs, but it isn't enough to kill all bacteria. Who is to blame for this problem? What can people do?

Like we said earlier, some people buy bottled water thinking that it is processed and therefore safer. Not necessarily so. And that's why we are investigating this issue. On the Island of Oahu they have complaints that there might still be contamination of pesticides from use on pineapple plantation fields. Based on our data most of the people around the island are pretty convinced that their water is not as safe as we all think it is. People are getting sick, but they don't know for sure why they are so they use their money on bottled water.

All over the world water is an important resource and we need to use it wisely and make sure that it is safe.

We tested local water samples and bottled water samples for coliform bacteria. Coliform bacteria are generally harmless bacteria that live naturally in the intestines of mammals, including humans, and help the body function. Coliform bacteria are abundant in human and animal feces, but do not naturally occur elsewhere. For this reason, they are thought to be an indicator of sewage or fecal contamination. While most types of coliform bacteria are harmless, some types do cause outbreaks of disease.

Our water samples from around the island tested as follows:

Test Site	Positive	Negative
Kalae		X
Kualapuu		X
Hoolehua: Site #1 (two samples)	X	
Site #2 (one sample)	X	
Site #3 (three samples)	X	
Manae		X
Kaunakakai		X
Maunaloa		X
Kipu	X	

While our Maunaloa water sample didn't test completely positive, it wasn't completely negative either.

We tested three sites in Hoolehua after the first sample came back positive for coliform bacteria. We also collected samples on different days from all three sites. We thought that the bottle or human handling may have been contaminated the water so we used different bottles for each sample, too.

Our bottled water samples all tested negative and showed no indication of coliform bacteria. We tested: Naya, Evian, Menehune, Crystal, Arrowhead, and Mountain Spring.

Bibliography:

- Ingram, Colin, The Drinking Water Book, Ten Speed Press, Berkley, CA., 1995.
- Green, Timothy and Maureen, The Good Water Guide, Rosendale Press, London, 1994.
- Natural Resources Defense Council, Inc., Our Children At Risk
The 5 Worst Environmental Threats To Their Health, Internet, Copyright 1997.
- LaMotte Company, "Bacteria: Search for Environmental Bacteria", 1996.

ISSUE ANALYSIS:

Player	Belief Statements	Value
Safe Drinking Water Act	<ul style="list-style-type: none"> The water is being processed better than before. Some scientists believe that for every outbreak reported in the United States, another ten may be occurring. To make matters worse, some water companies have been less than forthcoming with information about their drinking water supplies and the efficacy of their purifying methods. Contamination of water resources is one of the most damaging and widespread environmental effects of agricultural productions. Drinking water is vulnerable to pollution by agricultural chemicals, including pesticides, herbicides, fungicides, and fertilizers. 	<ul style="list-style-type: none"> Health/Safety Health/Safety Health/Safety Environmental Environmental
Hawaii's Source Water Assessment Program	<ul style="list-style-type: none"> We might use a reasonable approach to protect our water supplies from potential contamination activities. The current regulatory programs are not able to manage all activities that may be contaminating our water. 	<ul style="list-style-type: none"> Health/Safety Environmental
The Honolulu Weekly News	<ul style="list-style-type: none"> There still might be contamination that lives on from nineteen years ago on Oahu pineapple plantations. 	<ul style="list-style-type: none"> Environmental

VARIABLES:

Perceived or Actual Knowledge	Opinion	Behavior	Physical
<ul style="list-style-type: none"> Water cycle Level of contaminants in the water Where water comes from How water is processed How water is tested How much is spent on water 	<ul style="list-style-type: none"> Where you live Taste of your water source Where your water comes from What you use water for How your job is affected 	<ul style="list-style-type: none"> Buying/selling bottled water Exercising – biking, jogging, walking Active in water issues 	<ul style="list-style-type: none"> Amount of money spent on bottled water # of people using tap/bottled water cost of processing water

RESEARCH QUESTIONS:

- To what extent, if any, does where they live affect whether Molokai residents think bottled water is safer than tap water?
- In what ways, if any, does the taste of water affect Molokai resident choice of water sources?

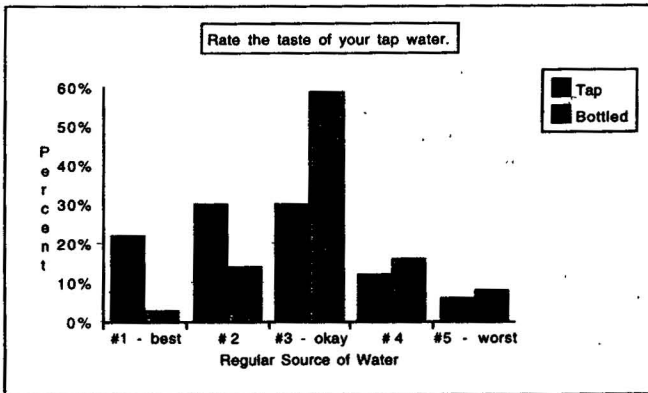
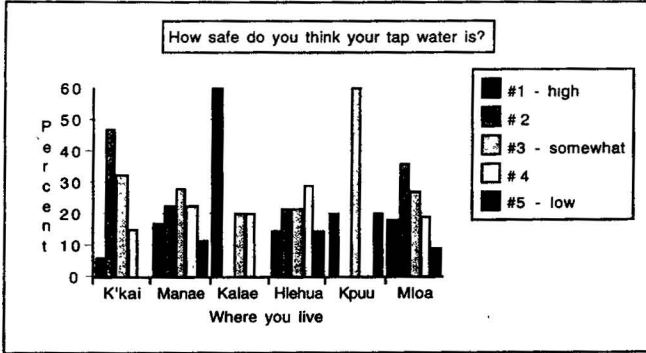
DATA COLLECTION INSTRUMENT:

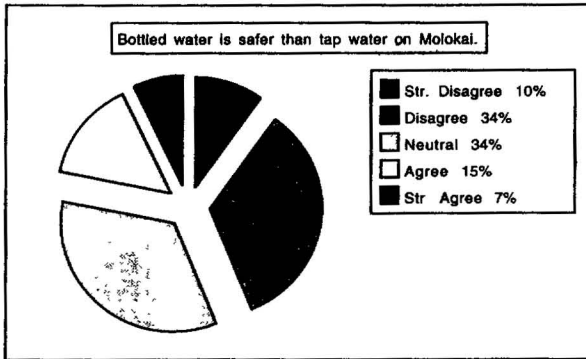
- 1) Where do you live?
 Kaunakakai Maunaloa Kualapu'u
 Kalae Ho'olehua East End Other
- 2) Do you Strongly Disagree, Disagree, Agree, Strongly Agree or feel Neutral about the following statement:
 Bottled water is safer than tap water on Molokai.
 SD D N A SA
- 3) What is your regular source of water?
 Tap Bottled
 If bottled: Naya Evian
 Arrowhead Crystal
 Mountain Spring Water Menehune
 Other
- 4) Rate the taste of your Tap water on a scale of 1-5 with "1" being the best and "5" being the worst tasting water.
 1 2 3 4 5
- 5) Do you ever drink bottled water? Yes No
 If yes, why? Please choose **one** main reason.
 Bottled water tastes better than tap water.
 It's easier to buy bottled water than to carry my own container.
 When I'm thirsty I'm not always near a drinking fountain or tap.
 I receive notices that my tap water isn't safe.
 I think bottled water is healthier.
 I believe the ads that say bottled water is better than tap water.
 Other
- 6) How safe do you think your tap water is on a scale of 1 to 5, with 1 being "extremely safe" and 5 being "extremely unsafe"?
 1 2 3 4 5
- 7) How safe do you think bottled water is on a scale of 1 to 5, with 1 being "extremely safe" and 5 being "extremely unsafe"?
 1 2 3 4 5

SAMPLE TECHNIQUE:

We used a systematic sample type and highlighted numbers from the phone book. We had a random starting place. Our group collected 95 responses altogether.

GRAPHS:





CONCLUSIONS:

- 44% of the people Strongly Disagreed or Disagreed that bottled water is safer than tap water on Molokai.
- 34% of the people were neutral about which was safer: bottled or tap.
- 22% of the people Strongly Agree or Agree that bottled water is safer than tap water on Molokai.
- 60% of the people in Maunaloa think their tap water is extremely safe.
- 60% of the people in Kualapuu feel their tap water is somewhat safe.
- 47% of the people in Kaunakakai rated their water as #2.
- 12% of the people from East End, 13% from Hoolehua, 20% from Kualapuu, and 9% from Maunaloa rated their water as a 5 or very low for safety.
- 52% of the people who drink tap water rated the taste better than okay. 15% of the people who drink bottled water rated the taste of their tap water as better than okay.
- 16% of the people who drink tap water rated the taste worse than okay. 23% of the people who drink bottled water rated the taste of their tap water as worse than okay.

INFERENCES:

- Maybe so many felt their tap water was safe because they use their tap water all the time and they have never been sick from it.
- Maybe some people feel their tap water is unsafe because they have been made sick from their water.
- Maybe people were neutral because they've heard about people who have gotten sick from their water, but they haven't experienced it themselves.

- Maybe people rate their water as safe because they “want” their water to be safe if that’s what they’re drinking.
- Maybe people rated their tap water as healthy because that’s the water they always drink and they haven’t gotten sick from it.
- Maybe people drink what they think tastes best to them. That would explain why bottled water drinkers rated the taste of tap water lower than tap water drinkers did.

RECOMMENDATIONS:

We would recommend that the state department that is responsible for water safety test the tap water on Molokai on a regular basis. That way the community would be informed about what is or isn’t in their water. Water is a necessity and we should try to make it as safe as possible.

EVALUATION:

In our group we had difficulty working together. We spent a lot of time worrying about what the other group members were or weren’t doing. If we were to do this issue over again we would begin the water testing earlier and try to contact people in the State who are responsible for water testing and water safety.

Community Involvement

Principal Investigator: Marilyn Espejo and Nicolas Kuhn
Other Group Members: Troy Pela Cruz

EVENT: Decisions that affect the community are being made without the knowledge of, or input from, all parts of the community.

PROBLEM: The community gets upset when decisions are made without their knowledge or input.

ISSUE: Should Molokai residents be better informed and more involved in decisions which affect the community?

BACKGROUND:

Our group started out looking at the issue of a medical waste disposal facility on Molokai. At the beginning of the year we were watching the news and we had heard that this might be an issue. It was important to us to find out how the community felt about this proposed facility.

When we started this issue, we searched for information, but could find very little information about what **type** of facility was being planned. We thought it was an incinerator until a public meeting was held **after** the proposal for funding was stopped. Our first questionnaire asked about medical waste incinerators instead of plasma waste converters because of our lack of information.

One weekend in March we collected data from our community and faxed the results in the form of testimony to the state legislature committee that was considering the funding of a medical waste management facility on Molokai.

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Testimony About SB1496

March 21, 1999

Aloha. Our names are Nicolas Kuhn and Marlon Espejo. We are fifth and sixth students at Kualapuu School on Molokai. Our class is involved in a project called P.R.I.S.M., which stands for Providing Resolutions with Integrity for a Sustainable Molokai.

Introduction

Each year we select environmental issues that we think are important to our community. This year my group selected to look at the issue of a possible medical waste disposal facility on Molokai. At the beginning of the year we were watching the news and we had heard that this might be an issue. It was important to us to find out how the community felt about this proposed facility.

Background

Medical waste incineration is only one of the ways to dispose of medical waste. Medical waste can also be buried after it has been sterilized or disinfected. With new technology it can be melted into a harmless block which will conserve space. Medical waste consists of gauze, garments, bandages, paper, disposable gowns, sheets, paper towels, pathological waste, human and animal body parts, tissues and organs, sharps, syringes, IV bags, laboratory cultures, thermometers, blood, and body fluids. Some medical waste includes mercury because of the thermometers. Medical waste smoke may contain dioxins and carcinogens that are dangerous to humans because they can cause disease or sickness. The hospital on Molokai used to have an incinerator, but it has been closed down. Now they sterilize the medical waste and send it to the landfill.

Medical waste disposal is a big issue everywhere as people try to improve what they do with it. The new incinerators have less of an impact on the environment than the older ones because of the new smoke filters. They also burn the waste more completely. Even though the technology is better, people are still concerned about equipment breaking down or not working properly.

Medical waste disposal has become a controversy in many places including Hawaii. We recently read that on Oahu complaints about the smell coming from a company that steam medical waste in a business/residential area has led to legislation proposing that medical waste should not be treated within 500 feet of homes or businesses.

Issue Analysis:

Player	Belief Statement	Value
Leahy	<ul style="list-style-type: none"> More than one fourth of mercury emissions originate from medical incineration. 	<ul style="list-style-type: none"> Environmental
NCERQA	<ul style="list-style-type: none"> More than 600,000 tons of biomedical waste comes from hospitals each year. 	<ul style="list-style-type: none"> Health/Safety
EPA	<ul style="list-style-type: none"> Pollutants that are known or suspected to cause cancer or other serious health problems come from medical waste incinerators. When burnt, medical waste emits various air pollutants, including hydrochloric acid. 	<ul style="list-style-type: none"> Health/Safety Health/Safety

Issue:

We did not know there was going to be a hearing on SB1496 until Friday. In fact we didn't even know until Friday that this proposal had been submitted by Senator Jan Yagi Buen in January. As far as we know no mention of this proposal has appeared in print, on the news, or during one of the Senator's monthly on-island meetings.

Our issue is "Should a medical waste incinerator be built on Molokai?" We looked at the variables of the issue and selected the ones we felt were most important. With these variables, we wrote research questions. We then used

our research questions to write a data collection instrument or DCI. We chose to use a systematic sample with a random start by highlighting numbers from the Molokai phone book. When we found out there was going to be a hearing on Monday, we spent the weekend collecting data and analyzing it. We made 68 phone calls and collected 16 samples. (Even after this hearing we will continue to collect data on this issue until we reach 180 attempted calls.) Mathematically, this is approximately the sample size we would need to represent our community.

Data Collected:

We number crunched our data and turned it into percents. Then we graphed the percentages because graphs make it easier for us to read what our data says. After we graphed our data, we analyzed it. We wrote conclusions, which are statements of fact from our data.

Of the people we called:

- 69% said "No" to building a medical waste incinerator on Molokai
- 0% said "Yes" to building a medical waste incinerator on Molokai
 - The reasons 69% gave for saying no were:
 - 47% said each island should be responsible for its own medical waste.
 - 31% said it might have a negative impact on the environment.
 - 7% said it would use too many of Molokai's limited resources.
 - 15% said all of the above plus it might give off unpleasant odors and it's not our problem.
- 69% agreed or strongly agreed and 6% disagreed that incinerating medical waste will have a negative impact on Molokai's environment.
- 42% felt medical waste should be disposed of by burning it.
- 32% felt that medical waste should be disposed of by sterilizing it.
- 25% thought the facility should be built on Oahu
- 25% thought the facility should be built on the Big Island
- 31% felt each island should take care of their own medical waste

From our conclusions, we made inferences. Inferences are explanations or educated guesses about conclusions. In other words, how we got these conclusions. Our inferences are:

- People are concerned about the environment of their island and they don't want a medical waste incinerator built here because they think it would negatively affect the environment.
- People feel that medical waste is the responsibility of the island where the waste is created.
- Even though people understand the need for a medical waste facility, they don't want it on their own island.

When we finished our inferences, we wrote recommendations. Recommendations are advice based on our data. It's important that we use data and not our own opinion. If we used our own opinion, it would contaminate our investigation. We need to add that no one we talked to knew anything about this proposal. They didn't even know it existed.

Our recommendation is that a public hearing or community meeting be held on Molokai for the following reasons:

- to inform the public about the proposal,
- because this proposal affect Molokai's community, and
- Molokai residents have concerns about the environmental impact of this proposal.

The next step is to come up with an action plan based on data and recommendations. Part of our action plan is submitting this testimony. We understand that our sample size is small so the next step of our action plan is to collect more data about this issue.

We appreciate that you are reading our testimony. Please remember these are not our personal opinions. This is data that we have collected. Thank you.

End of Testimony

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After the public meeting, which only had a dozen people in attendance, we looked at our issue and realized our questions would not get us data about plasma waste conversion. We felt it would be difficult to get information from the community or to explain the new technology over the phone. It also didn't make sense because the funding had not been approved.

After some discussion, and because of our experience collecting information about our first issue and the small attendance at the meeting, my group thought a more appropriate issue might be whether Molokai residents are involved in and informed about decisions being made that affect the community. This became our new issue.

Our data suggests that most people get their information about local issues from the newspapers. This would make sense because you don't usually see a lot of television news stories about Molokai issues.

In my opinion, I think people need to be involved in community decisions so choices are made that reflect what the whole community wants. When decisions are made this way, they are more likely to be supported by the community and are more likely to be rewarding to the community as a whole.

When a few people make decisions for an entire group, the group loses any connection to the decision and this divides the group. I know if we had a few students in our class who got to decide what the whole class did in PE, it would probably upset the rest of us. We might try to get them to do what we wanted to do, or we might get angry that we didn't get to decide for ourselves. We would feel like we had no control over the decisions being made for us. This is what happens when people don't help make the decisions that affect

their community. They have no investment in the community and feel abandoned when decisions are made that they don't agree with. This leads to even less involvement and soon people feel as if they have no influence in their community.

On Molokai our small population gives us an excellent opportunity to create and maintain the type of community we want to live in, but it takes involvement. It's a responsibility that doesn't begin or end at a certain age. Everyone's thoughts are important no matter what their age; the only requirement is the desire to help your community be a better place. As our population grows and changes, we need to stay involved in community issues and work toward making our community will be the way we want it to be.

Bibliography: None Available

ISSUE ANALYSIS:

We did not do an issue analysis on community involvement.

VARIABLES:

Actual and Perceived Knowledge	Opinion	Behavior	Physical
<ul style="list-style-type: none"> • reliability of information sources • issues facing the community • decision making process • meeting days and times 	<ul style="list-style-type: none"> • whether you attend meetings • whether you have an affect on decision making • where you get your information from • opportunity to participate 	<ul style="list-style-type: none"> • attend community meetings • participation in decision making • being informed about community issues 	<ul style="list-style-type: none"> • # of meetings • times of meetings • # of people attending • # of people making decisions

RESEARCH QUESTIONS:

- In what ways, if any, does how Molokai residents feel about how informed they are about community decisions affect their opinion about their individual impact on community decisions?
- In what ways, if any, does attendance at community meetings affect Molokai residents' opinion about their affect on community decisions?
- To what extent, if any, does the opinion of Molokai residents about the reliability of information sources affect their opportunity to participate in community decision making?

DATA COLLECTION INSTRUMENT:

1. Do you feel you are informed about issues before community decisions are made?

-----|-----|-----|-----|-----|
 Strongly Disagree Disagree Neutral Agree Strongly Agree

2. How involved are you in community decision making?

-----|-----|-----|-----|
 not at all some very involved

3. How do you get your information about community issues? From this list, choose your two main information sources.

television news bulletin boards
 newspaper from friends
 elected officials for Molokai public meetings
 Internet other

How reliable do you think your information is?

-----|-----|-----|-----|
 Not at all Somewhat Very

4. How much affect do you think you have in community decisions?

-----|-----|-----|-----|
 None Some A lot

5. How often do you go to community meetings?

-----|-----|-----|-----|
 Never Sometimes Almost Always

6. How do you get involved in community decision making?

vote in elections attend meetings
 testify collect data and information
 pass on information to others join committees
 not involved other

7. How should Molokai residents be informed about community issues and decisions? Choose two.

newspaper by phone
 bulletin board public meetings
 public hearing with officials on Molokai public notices by mail
 other

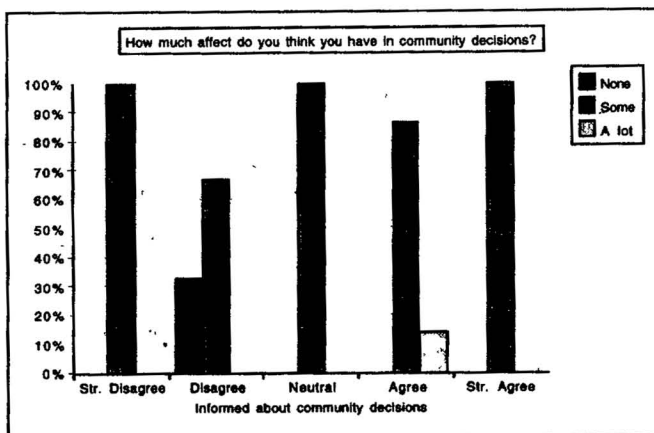
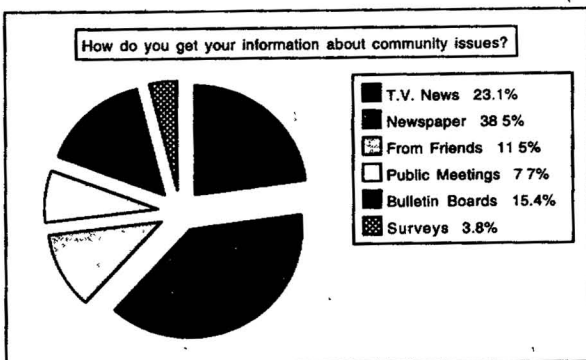
8. Do you think you have the opportunity to participate in community decision making?

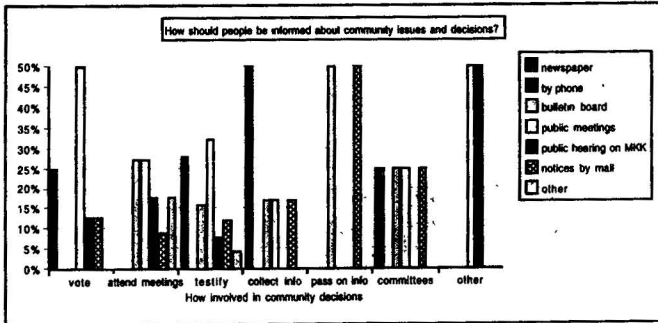
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 Not at all Somewhat A great deal

SAMPLE TECHNIQUE:

Our sample technique was systematic and we used a random start using the phone book. We only collected 27 responses to our data collection instrument.

GRAPHS:





CONCLUSIONS:

- Thirty nine percent of the people get their information about local issues from the newspaper.
- Twenty three percent of the people we called watch TV news for their information.
- Fifteen percent get their information by reading the bulletin boards in town.
- Twelve percent get their information from friends.
- Seven percent get their information from public meetings.
- 32% of the people who thought they had no affect on community decisions disagreed that they are informed about community issues.
- 14% of the people who felt they had a lot of affect on community decisions agreed that they were informed about community decisions.
- 50% of the people who say they vote want to be informed about community issues and decisions by public meetings.
- 27% of the people who go to public meetings want to be informed about community issues by bulletin board and 27% by public meetings.

INFERENCES:

- Maybe more people read the newspaper because they can read it over and over if they want to and they can read it whenever they want.
- Maybe more people read the newspaper because it covers more of the local issues than the TV news.
- Maybe the second highest choice was TV news because it's convenient and they can see the news at least five times a day.

- Maybe public meetings are so low because people have to leave their homes to attend them.
- Maybe people who feel informed also feel like they have more of an affect on community issues.
- Maybe people don't feel like they have any affect because they aren't involved and so they don't know what's going on in the community.
- Maybe the people who vote chose public meetings because they are active and like to get out into the community.
- Maybe people who vote like to have firsthand information so they chose public meetings.

RECOMMENDATIONS:

We need to collect more responses to our data collection instrument, but based on what we have now, we think the local newspapers need to continue their coverage of community issues because that's most of the people we talked to get their information. We think any person or organization that wants to do something that affects the community needs inform and involve the community in the process.

EVALUATION:

We have actually worked on two tough issues this year. Unfortunately, we argued and worked at a slow pace. If we had this issue to do over again, we would make better use of our time and we would work harder. We would make our data collection instrument more specific by asking for the name of the paper or channel where they get their information and we would make sure that people know we are talking about Molokai issues and not other islands.

Comprehensive Water Management Plan

Principal Investigators: Filiga Piliati and Hokulani Kaahanui

EVENT: Businesses want to develop on Molokai.

PROBLEM: No one knows if there is enough water on Molokai to support more development.

ISSUE: Should increased development be postponed until a comprehensive water management plan is developed for Molokai?

BACKGROUND:

We'd like to share information about one of Molokai's most precious resources: water. My partner and I chose a water issue because we are really concerned about Molokai's current need and use of water and for the water needs of future generations.

Water is not only an environmental issue; it is a cultural issue as well. Wai is the Hawaiian word for water. Traditionally, water was used to grow taro, the principal food source. Everybody could use the water as long as they used it evenly, wisely, and it was good for the whole community. They knew that if it was not used wisely, water could not renew itself and their lifestyle would be changed forever. People thought water was a gift from "Kane i Ka Wai Ola" (Protector in the Water Life) and was delivered by Lono Makua (the rain provider). Before foreigners came, water rights were controlled by Konohiki as a part of the ahupua'a or land holding system.

What is our source of water? Ground water comes from beneath the earth's surface. Rainwater soaks into the soil and collects in fractures and pore spaces in the underlying rock. Ground water is pumped from aquifers to the surface through wells. Wells have something called a safe yield. The safe yield of a well is how much water can be taken over a period of time without affecting the amount or quality of the water. We do not know what the safe yield is for Molokai's wells.

Water is an environmental issue because of the impact human population has on this resource. In 1992 Molokai had almost 7,000 residents. Recent community plans project that the number of inhabitants may grow to over 24,000 in the near future. This large population will increase Molokai's demand for water resources. It is estimated that for every foot of elevation above mean sea level, the fresh water aquifer extends forty feet below sea level. If wells are located too close to the fresh water-salt water boundary, there is a risk of salt water seeping into and spoiling the drinking water supply. If too many wells are dug or too much water is removed, our fresh water supply will also be endangered.

Besides a need for more water, if population increases, another potential threat is pollution. Clean water is a social, ecological, and economic necessity for our island.

Even though it's not as common Molokai as on other islands, many businesses use small amounts of toxic and hazardous chemicals which can contaminate drinking water. Examples include paint thinner, solvents, and fuels. These chemicals and their containers should not be discarded on the ground or in the trash. If development continues, we need to be careful that the amount of chemicals don't increase and threaten the safety of our water supply.

There are many ways that individuals can help protect this valuable resource.

- Conserve water. High pumping rates draw salt water into the fresh water aquifer.
- If your home uses a septic system, it should be pumped out as needed. When septic tanks overflow, sewage can seep into the ground and contaminate fresh water sources. If the septic tank is close to the ocean, sewage may cause algae blooms. Algae blooms cover the coral and block out the sunlight corals need to survive.
- Use lawn pesticides and fertilizers sparingly. Never exceed the manufacturer's guidelines.
- Use non-toxic products that do not contain substances harmful to the water supply.
- Have your fuel storage tanks checked for leaks.
- Dispose of household cleaners, detergents, and other toxic and hazardous waste properly. Otherwise, these products may end up in your water supply.

Agricultural businesses can also play a part in protecting our water resources with water conservation being the primary means of reducing surface and groundwater demands. The use of drip irrigation on sugarcane and other crops has substantially reduced agricultural water demands. Using this technique, farmers direct water to individual plants via tiny holes in hoses rather than in ditches between rows where much is lost through evaporation. Recycling water is another means of conservation. Where drip irrigation is not feasible, sewage water or industrial water may be treated and made available for watering crops and for other purposes.

Data my partner and I collected says that the highest priorities for future water needs are agriculture, residential use, and schools. Sixty-one percent of the people we talked to say that they strongly agree or agree that Molokai should have a comprehensive water management plan. Fifty-six percent of the people we talked to say that they strongly agree or agree that increased development should be postponed until there is a comprehensive water management plan.

A comprehensive water management plan would be like a budget. It would be a guide to help us make sure we don't "spend" too much water. Once our water is gone, we can not get it back. We think Molokai needs to be very

careful with the finite resources we have and need to use them wisely to honor our ancestors and future generations.

Bibliography

Helm, Greg April 24-25,1999 Proceedings

Lee, Wade April 24-25,1999 Proceedings

Water Map March 17,1999

Kilohana Meeting about Watershed Protection, March 17,1999

ISSUE ANALYSIS:

Player	Belief Statement	Value
Billy Buchanan	<ul style="list-style-type: none"> For those who live in Maunaloa, for years the water was yellow. The Ranch has the resources to pipe the water; individuals do not. 	<ul style="list-style-type: none"> Health Economic
Greg Helm	<ul style="list-style-type: none"> Homesteaders should have the water first. On Molokai water is a big issue for the community. 	<ul style="list-style-type: none"> Egocentric Ethical/Moral
Wade Lee	<ul style="list-style-type: none"> If we don't take care of what we have, we are going to lose it. We need trees to attract rain, which will give us more water. 	<ul style="list-style-type: none"> Ethical/Moral Ecological
George Peabody	<ul style="list-style-type: none"> Water is limited – there is a finite amount. If we take out too much water, the aquifer will be ruined. 	<ul style="list-style-type: none"> Scientific Environmental

VARIABLES:

Knowledge or Perceived Knowledge	Opinion	Behavior	Physical
<ul style="list-style-type: none"> Water cycle Water use on Molokai Planned development Where water comes from Amount of water available What plans already exist for water 	<ol style="list-style-type: none"> How would job be affected Future needs Place of residence How it would affect personal life 	<ol style="list-style-type: none"> What water is used for How often water is used Gardening Occupation (gardener, developer) 	<ul style="list-style-type: none"> How much water there is How much water is used How much water is needed

RESEARCH QUESTIONS:

- To what extent if any, do the jobs of Moloka'i residents affect their opinion about the need for a comprehensive water management plan for Moloka'i?
- To what extent if any does Moloka'i residents' opinion about future water needs affect their opinion about the need for a comprehensive water management plan for Moloka'i?
- To what extent, if any, does the knowledge of Moloka'i residents about Moloka'i's water (how much water is available, how much is used, and where it comes from) affect their opinion about the need for a comprehensive water management plan for Moloka'i?

DATA COLLECTION INSTRUMENT:

- Who do you work for?

<input type="checkbox"/> State	<input type="checkbox"/> County
<input type="checkbox"/> Molokai Ranch	<input type="checkbox"/> A Molokai owned business
<input type="checkbox"/> Own your own business	<input type="checkbox"/> Self-employed
<input type="checkbox"/> Housewife	<input type="checkbox"/> Unemployed
<input type="checkbox"/> Other	
- How much do you know about Moloka'i's water sources?

*	*	*	*	*
Nothing		Some		A great deal
- How much do you know about how water is used on Moloka'i?

*	*	*	*	*
Nothing		Some		A great deal
- I'm going to read a list of water consumers. Please rank them from 1 to 7 with 1 being the group that uses the most water.

Who do you think uses the most water on Moloka'i?

 - DHHL
 - MKK Ranch
 - private home owners
 - Agricultural businesses
 - Hotels
 - County
 - State
 - Other _____

11. What do you think a comprehensive water management plan will do for Moloka'i?

Select the answer that is most important to you.

- It would make sure we have water for the future
- It would mean water is fairly distributed
- It would help our economy to become sustainable
- Water use would be conserved
- There would be no fights over the water
- People wouldn't waste water
- People would learn that water is an important resource
- Our island would have a plan that would protect water for future generations.
- Other

12. Should water be conserved for future needs?

- Yes
- No
- Don't Know

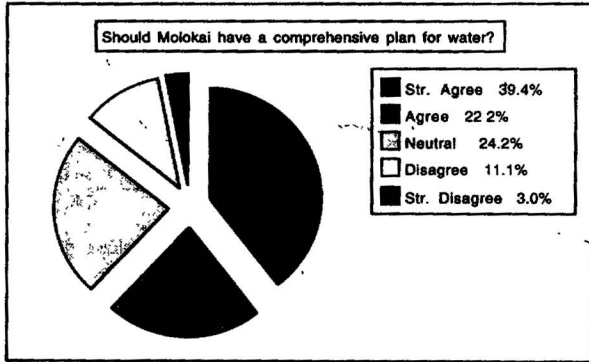
13. What water needs should be the highest two priorities for the future on Molokai?

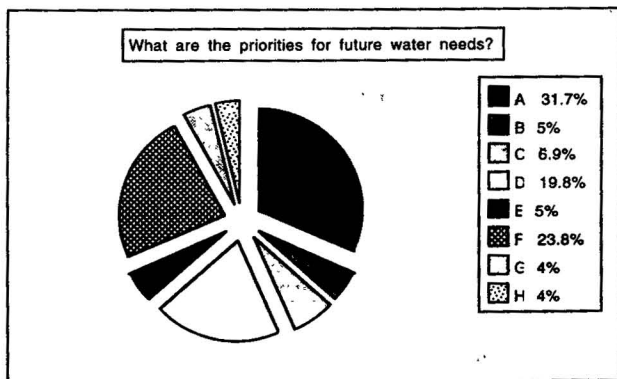
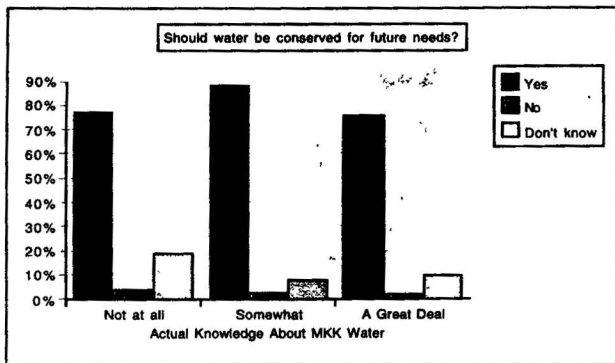
- Agriculture
- Restaurants
- Houses
- Hotels
- Cities
- Other
- Stores
- School

SAMPLE TECHNIQUE:

Our sample technique was systematic with a random start. We collected 110 DCI responses.

GRAPHS:

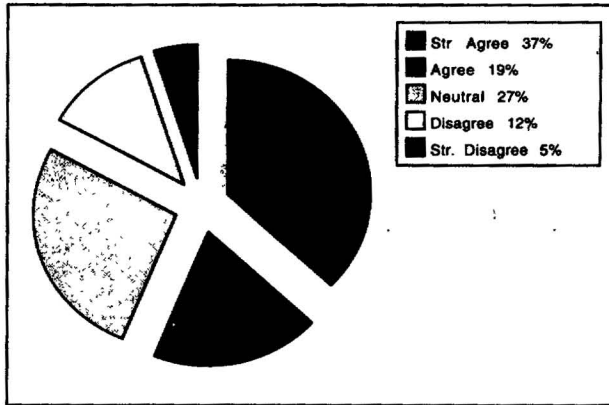




- A – It would make sure we have water for the future.
- B – It would mean water is fairly distributed.
- C – It would help our economy be sustainable.
- D – Water use would be conserved.
- E – There would be no fights over water.

- F – People wouldn't waste water.
- G – People would learn that water is an important resource.
- H – Our island would have a plan that would protect water for future generations.

Increased development should be postponed until there is a comprehensive water management plan.



CONCLUSIONS:

- 62% of the people we talked to "strongly agree" or "agree" that Molokai should have a comprehensive plan for water.
- 14% "disagree" or "strongly disagree" that Molokai should have a comprehensive plan for water,
- 78% of the people who were "not at all knowledgeable" or "very knowledgeable" say "Yes" water should be conserved for future needs.
- 89% of the people who were "somewhat" knowledgeable say "Yes" water should be conserved for future needs.
- 32% of the people say that a comprehensive plan would make sure there is water for the future.
- 23% of the people say that a comprehensive plan would make sure that people don't waste water.
- 20% of the people say that a comprehensive plan would make sure that water would be conserved.
- 56% "Agree" or "Strongly Agree" that increased development should be postponed until Molokai has a comprehensive water management plan.

- 17% “Disagree” or “Strongly Disagree” that increased development should be postponed until Molokai has a comprehensive water management plan.

INFERENCES:

- Maybe the majority of people think Molokai should have a comprehensive water plan because they want to make sure we don't run out of water.
- Maybe so many people are neutral because they haven't thought about it yet so they haven't had enough time to make up their minds.
- Maybe so many people want water to be conserved for future use because they understand it's an important resource even if they weren't necessarily knowledgeable.
- Maybe the 32% who want to make sure we have water for the future have families and they worry about their children and grandchildren or maybe they're concerned about the future of the island.
- Maybe people disagreed that development should be postponed until there is a comprehensive plan because it affects their jobs.
- Maybe people agreed that development should be postponed until there is a comprehensive plan because they think water is necessary to develop anyway. If we don't have a plan, we might run out of water and we can't develop without water.
- Maybe people couldn't decide about postponing further development because they think water is important and development is also important and they can't choose.

RECOMMENDATIONS:

Based on our data, we would recommend that the community consider developing a comprehensive water management plan for Molokai. We think meetings should be held to decide what is necessary to complete a plan and it's important that the entire community have the opportunity to share their thoughts and ideas.

EVALUATION:

We worked well as a group, but sometimes we had our bad days and argued with each other. If we had another chance to do this, we would both try to stick to our issue and not social business. Also, if we did this again, we would make our DCI easier to tally. We would delete questions #3, #4, and #8.

Raising Endangered Species In Captivity

Principal Investigators: Creg Gumanas, Louiegy Ponce, and Amber Haliniak

EVENT: Introduced species are endangering native species by destroying or taking over native habitats.

PROBLEM: Native Hawaiian species are hard to protect in the wild and are in danger of becoming extinct.

ISSUE: Should Hawaii's native endangered species be bred and raised in captivity to keep them from becoming extinct?

BACKGROUND:

How did species get to Hawaii? Plants got to Hawaii by the three "w's". The first "w" is water; seeds from plants floated on water. The second "w" is wings; wings of birds carried seeds of plants to Hawaii. The third "w" is wind. Seeds of plants were carried by strong winds if the seeds were very light.

Some animal species migrated or navigated to Hawaii by sea, like the monk seal, and green sea turtle. Some species like the mongoose, Polynesian pig, or chicken were introduced by early Polynesians.

Why is biodiversity important? Biodiversity is important because we need to have a variety of living things. A diverse environment has a better chance of living longer because living things rely on each other. Some act as prey, predators, and shelter. One example of how living things rely on each other is a shark and a remora. Parasites spread on the sharks. A remora attaches itself to the shark and feeds on the parasites and the leftovers from the shark's tom prey. While feeding, the remora has protection from other predators.

If one kind of species becomes extinct, for example: a tree, then the living things that depend on that tree such as birds, bugs, and other plants may become extinct too. These species will have to adapt or become extinct. That is an example of how important biodiversity is.

The main reason species have become extinct is because of humans. An example is the passenger pigeon, which lived in North America. Early colonists saw how similar passenger pigeons, were to the birds in there own country. So passenger pigeons were on the menu for breakfast, lunch, and dinner. The passenger pigeon population was reduced, and passenger pigeons became endangered. Biologists and humans tried to save this creature, but the hunting for sport never stopped so passenger pigeons became extinct.

Another way that humans have been a threat is by introducing species like the rat. Over time rails in Hawaii developed puny and feeble wings because there were no predators to prey on them. When humans arrived, they

accidentally brought introduced species such as the rats on their ships. This pushed rails over the brink of extinction. There was no way that rails could adapt quickly enough to deal with this predator.

Critical population is when a certain species decreases to a very small amount. It still exists, but its number is so small it is in great danger of becoming extinct. The Hawaiian crow (the alala) is at a critical population with 14 in captivity and 14 in the wild. Why? During the 1890's the alala were hunted down because they were nuisances to farmers. They would get into feed pens and poultry yards. The Hawaiian crow started to disappear because the farmers were killing them. Years later in the early 1900's there was a big change in the amount of Hawaiian crows in Hawaii, there were no flocks, only scattered individuals. Now people are trying to help the Hawaiian crow. The U.S. Fish and Wild Life service supports a captive breeding facility to increase the population of the alala.

On the positive side of this issue, there are dedicated people and companies supporting endangered species in a variety of ways: restoring habitats, tracking species in the wild, breeding species in captivity, and releasing species back into the wild.

The down side is that to be listed as an endangered species, the plant or animal has to be proposed for listing, studies must be made, public hearings are held, and final decisions are made. This process could take years and it costs a large amount of money, sometimes \$100,000 or more. While the species is going through the process, it will remain unprotected in the wild. Other cons are when people: pollute and damage native habitats, hunt species for sport, introduce alien species, or damage the habitat.

Bibliography:

Notes from visit to Nene O Molokai, Arleone Dibben.

Nene O Molokai newsletters.

Internet sites for The Peregrine Fund and Endangered Species of Hawaii.

ISSUE ANALYSIS:

Players	Position	Belief Statement	Value
U. S. Senator Daniel Inouye	For	<ul style="list-style-type: none"> ... announced that the Senate Appropriations Committee approved an additional \$2.7 million to complete the acquisition of the Kona Forest Unit of the Hualalai Forest National Wildlife Reserve. 	<ul style="list-style-type: none"> Economic
Alan Lieberman	For	<ul style="list-style-type: none"> His captive raised Puaiohi released in January in Kauai's Alakai wilderness are feeding in the wild and are gaining weight. 	<ul style="list-style-type: none"> Environmental
Peregrine Fund President Bill Burnham	For	<ul style="list-style-type: none"> We will work for the State and others involved in restoration, to find out what role we are expected to play, what's needed and work to fulfill that end. It's a matter of getting our feet on the ground. 	<ul style="list-style-type: none"> Environmental

Arieone Dibben	For	<ul style="list-style-type: none"> • The Pualohi are feeding on insects, introduced fruits, and native fruits that make a healthy bird. • Breeding for Nene usually begins in September. • If you see a Nene in the wild, don't feed it because it will become tame. • Without captive propagation the Nene would be extinct in the wild. • The primary cause of Nene death in the wild is interaction with humans. 	<ul style="list-style-type: none"> • Ecological • Ecological • Environmental • Environmental • Environmental
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VARIABLES:

Knowledge or Perceived Knowledge	Opinion	Behavior	Physical
<ul style="list-style-type: none"> • Endangered species • Introduced species • Animal biology • Habitats • Captive breeding programs • Biodiversity • Wildlife releases 	<ul style="list-style-type: none"> • How it affects job • How it affects lifestyle • Ethnicity • How old 	<ul style="list-style-type: none"> • Hunting • Hiking • Interest in wildlife • Use native plants or animals 	<ul style="list-style-type: none"> • # of endangered species • # of introduced species • area of habitat left • # of residents willing to help

RESEARCH QUESTIONS:

1. To what extent, if any, does the ethnicity of Moloka'i residents affect their opinion about breeding native endangered species in captivity?
2. To what extent, if any, does the age of Moloka'i residents affect their knowledge of programs which protect native Hawaiian endangered species in captivity?
3. To what extent, if any, does the knowledge of Molokai residents about native Hawaiian endangered species affect their opinion that these species should be bred in captivity?

DATA COLLECTION INSTRUMENT:

Ethnicity: ___ Hawaiian ___ Caucasian ___ Japanese
 ___ Chinese ___ Korean ___ Filipino
 ___ African American ___ Other

Age: ___ 18 under ___ 19 to 30 ___ 31 to 40
 ___ 41 to 50 ___ 51 to 60 ___ 60 - older

1. How knowledgeable are you about native Hawaiian endangered species?
 not at all
 very little
 somewhat
 knowledgeable
 very knowledgeable
2. Answer the following questions true or false.
 There are native endangered insect, plant, and bird species on Molokai.
 None of the native mammals are hoofed.
 There are no Brown Tree snakes in the wild in Hawaii.
 Introduced species sometimes destroy the habitats of native animals.
 Endangered species in Hawaii are becoming extinct at a faster rate than anywhere else on earth.
 There are native endangered snails in Kamakou.
3. Which of the following are Hawaiian native endangered species.
 Nene Mongoose Mynah Bird
 Damselfly Lehua White-Tail Deer
 Green Sea Turtle Monk Seal Kalo (taro)
 Polynesian Pig European Pig Humpback Whale
 Sparrow Alala Kingfisher
 Black-footed ferret
4. Which of the following native Hawaiian endangered species are being successfully bred and raised in captivity?
 Alala Elepaio Happy face spider
 Humpback whale Nene Lehua
 Hawaiian Hawk Monk seal Green sea turtle
5. Which of the following species have been successfully released back into the wild?
 Alala Elepaio Happy face spider
 Humpback whale Nene Lehua
 Hawaiian Hawk Monk seal Green sea Turtle
6. If native endangered species reach a critical population level, where they will be unable to survive in the wild, should these species be bred and raised in captivity until the population increases and they can be released into the wild?

* * * * *

SD D N A SA

7. Where do you think Hawaii's native endangered species should be bred and raised in captivity?

Molokai Ni'ihau Kauai Oahu
 Lanai Maui Kahoolawe Hawaii
 Nowhere, it shouldn't be done Any of the islands
 Other _____

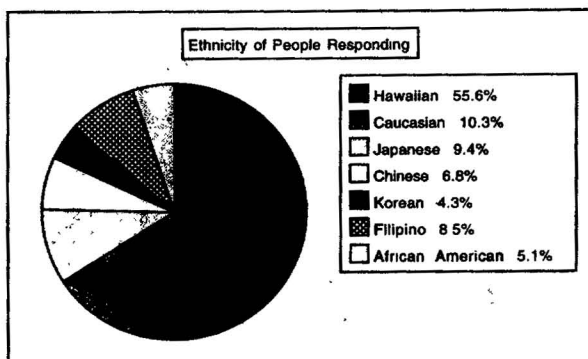
8. If funding is limited for this type of program, which type of species should be protected first.

Mammals
 Reptiles
 Plants
 Birds
 Insects
 Can't Choose

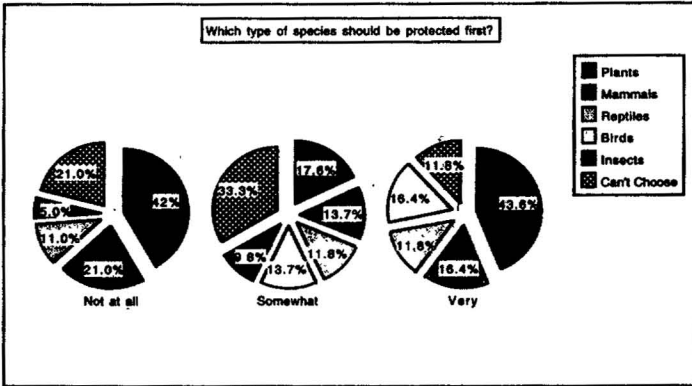
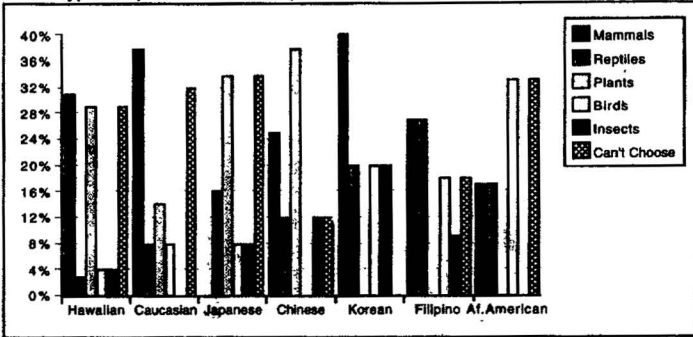
SAMPLE TECHNIQUE:

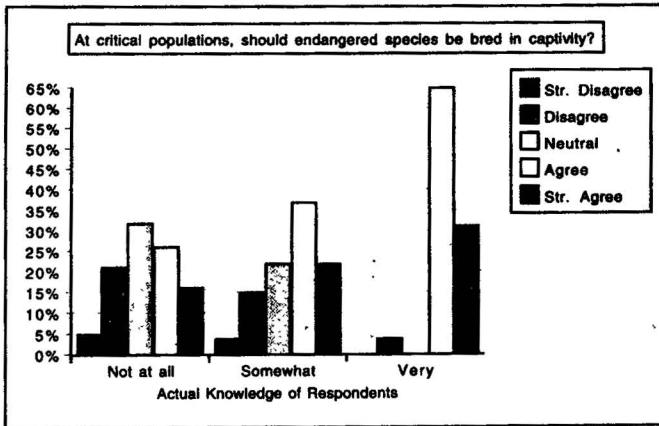
Our sample type was a systematic sample with a random start. We used the telephone book and highlighted the numbers we were supposed to call. Our group collected 111 DCIs from the 142 call that we made. We had a 78% success rate.

GRAPHS:



Which type of species should be protected first?





CONCLUSIONS:

- The majority of the people who responded to the D.C.I. were Hawaiian or part Hawaiian at 55.6%
- The second most responses came from Caucasians at 10.3%.
- 40% of Hawaiian, and 25% of Caucasians think native endangered species should be bred and raised in captivity on islands native to the species.
- 50% of Filipinos and 33% of Japanese think that native endangered species shouldn't be bred and raised in captivity.
- 82% of the Hawaiian people said they agree or strongly agree that native Hawaiian endangered species at critical populations should be bred and raised in captivity until the population increases and they can be released back into the wild.
- 80% of the Korean people either strongly agree or agree that native endangered species at critical populations should be bred and raised in captivity until population increases and they can be released back into the wild.
- The first choice for Hawaiian, Caucasian, Korean, and Filipino was mammals.
- The second highest choice for Hawaiians was plants.
- The first choice for Chinese and Japanese was plants.
- 97% of the people who are very knowledgeable about native endangered species, "agree" or "strongly agree" that they should be bred and raised in captivity when critical populations reached.

- 59% of the people who are somewhat knowledgeable about native endangered species, "agree" or "strongly agree" that species should be bred and raised in captivity when critical populations are reached.
- 42% of the people who were "not at all" knowledgeable about native endangered species, "agree" or "strongly agree" that species should be bred and raised in captivity when critical populations are reached.
- 44% of people who were very knowledgeable about native endangered species chose plants as the species that should be protected first.
- 33% of people who were somewhat knowledgeable about native endangered species couldn't choose what species should be protected first.

INFERENCES:

- Maybe those who chose native island think that species would be safer in their own habitats.
- Maybe those who chose "nowhere" don't like the idea of animals being kept captive.
- Maybe those who chose "nowhere" don't know enough about native species to make a decision about where they should be located.
- Maybe they think that native endangered species should be bred and raised in captivity until population increases and they can be released back into the wild so they don't become extinct.
- Maybe Hawaiians responded so strongly because these are species of their native home.
- Maybe Hawaiian, Chinese, and Japanese, had such high percentage for plants, because plants are important to their cultural practices.
- Maybe Hawaiians responded more because it's their native endangered species.
- The high percentage of Hawaiians responding is because Molokai has a high percentage of Hawaiians or part Hawaiians.
- As people become more knowledgeable about native endangered species, they "agree" or "strongly agree" with captive breeding because they understand the importance of Hawaii's native endangered species.
- Maybe the "very knowledgeable" people want plants protected because they think that plants support other forms of life and make up a large part of the native ecosystem.
- Maybe the "very knowledgeable" people chose plants because they think that plants are the most helpless endangered species because they can't move.

RECOMMENDATIONS:

We need to educate more people about Hawaii's native endangered species. We need more people to know more about Hawaii's native endangered species. When we take surveys on our D.C.I. we should give them brief background and information about Hawaii's native endangered species

before asking questions. We should also educate our future leaders about native endangered species. We see this issue as one of educating people about the role endangered species play in our lives.

EVALUATION:

Our group worked most of the time apart from each other, but we split all parts of working. We all worked together on event, problem, issue, research questions, variables, tallying, and percents together.

Creg and Amber did drawings, graphs, conclusions, inferences, and made phone. Louiegy wrote the D.C.I., background, recommendations, issue analysis, and the bibliography.

We would change the way we work, like working together a lot more, and we would help each other more. We think it would help us communicate better and learn more from each other. The only thing we would change is we would collect more information on our background.

Ho`olehua Airport Improvements

Principal Investigator: Matthew Santiago

Other Group Members: Cleighton Mahiai and Kaden Jacobs

EVENT: The Ho`olehua Airport Division's twenty year plan calls for a new terminal to be built.

PROBLEM: The Airport Division is trying to design an airport to meet community needs.

ISSUE: What types of improvements would Molokai's community like to see at Ho`olehua Airport?

BACKGROUND:

Our group's issue involves airport improvements. In the beginning, my group and I thought that the Airport Division was going to physically extend the runway, but after going on a field trip to the airport we realized that this wasn't so. After talking with Mr. Chung the Airport Manager, we decided a more important issue would be "What improvements would Molokai's community like to see at Ho`olehua Airport?"

Ho`olehua Airport is located on Molokai's central plateau with Kaunakakai 6 miles to the southeast, Kualapu'u 3-1/2 miles to the east and Maunaloa 8 miles to the southwest.

When it was built, we're sure they were thinking of short-term needs and not 60 years into the future. Air travel and the need for airport improvements have increased since that time. Ho`olehua Airport is not in compliance with many federal regulations, but it is grandfathered in because of when it was built. On Molokai, air travel is the only way to leave the island.

An important part of the Airport plan was the public participation program which consisted of two parties, the first committee was public informational meetings and the second was a Technical Advisory Committee. There were six public informational meetings held during the development of the plan. The meetings were to inform parties in the community on the progress of the plan and to try to obtain the input of the community on the proposed airport improvements.

The Airport division falls under the state system and is the only state division which is supposed to be self-supporting, but never has been on Molokai. Ho`olehua Airport has always relied on Kahului or Honolulu Airport for funding support. Our data shows that 71% of the people we talked to said that it is somewhat to very important that Ho`olehua become a self-supporting airport. Maybe they didn't know that it was supposed to be self-supporting and now that they know they feel an obligation to support it.

By law, the airport must have a projected airport master plan, including a 5, 10, and 20 year projection plan. The number of people and amount of cargo decides how much federal funding is available. The 5 year plan was short term

and the runway was repaved and grooved to allow water run off. The 10 year plan is not to physically extend the runway, but to acquire the land between the Loop Road and the northeast end of the runway to allow larger planes to land in Kona winds. This would be accomplished by leveling the hill to remove a landing obstruction. The white lines at that end of the runway can then be moved to allow the necessary 350 foot safety area. The 20 year plan is to modify the airport to bring it more in compliance with federal regulations. This would include a new terminal so the taxiway and runway will be farther apart. Right now planes cannot taxi and take off at the same time because the distance between the taxiway and runway is too small. This is only one of the proposed changes. We would encourage the community to become involved and give their input so our airport will reflect our community.

As we consider planning for our airport's future, we need to look at all the possibilities and potential. Sixty years from now we don't want to look back at our choices with regret.

Bibliography: None available

ISSUE ANALYSIS:

Players	Belief Statement	Value
Engineering Concepts, Inc.	<ul style="list-style-type: none"> Significant adverse noise impacts are not expected to occur as a result of the proposed project. 	<ul style="list-style-type: none"> Environmental
George Chung	<ul style="list-style-type: none"> Businesses have free enterprise. The bigger the aircraft, the longer the runway needed. Airport Division falls under the state system. The number of people and amount of cargo decides how much federal funding is available. 	<ul style="list-style-type: none"> Economic Scientific Legal Economic

VARIABLES:

Knowledge or Perceived Knowledge	Opinion	Behavior	Physical
<ul style="list-style-type: none"> 5, 10, and 20 year plans types of planes knowledge about current services available federal regulations luggage restrictions economic benefits/costs of renovation environmental impact of the improvements 	<ul style="list-style-type: none"> how often people fly where people live cost and changed in the cost of airfares education age 	<ul style="list-style-type: none"> frequency of flying use of airport services traveling 	<ul style="list-style-type: none"> # of planes that come in/go out daily # of people who come in/go out daily # of people employed because of improvements cost of improvements

RESEARCH QUESTIONS:

1. To what extent, if any, does how often Molokai residents fly affect the improvements they would like to see at Ho'olehua Airport?
2. To what extent, if any, does Molokai residents knowledge about the economics of operating Ho'olehua Airport affect their opinion about how improvements should be paid for?
3. To what extent, if any, does customer satisfaction affect the types of improvements Molokai residents would like to see at Ho'olehua Airport?

DATA COLLECTION INSTRUMENT:

1. On average, how often do you fly?
 every day once a week twice a month
 once a month six times a year twice a year
 once a year other
2. Which airlines do you most often use?
 Island Air (Aloha) Hawaiian Pacific Wings
 Air Shuttle other
3. As a passenger, how satisfied are you with schedules available to Molokai passengers?

 very satisfied satisfied neutral unsatisfied very unsatisfied
4. Are you a freight user? Yes ___ No ___
5. How often do you use freight services?
 every day once a week twice a month
 once a month six times a year twice a year
 once a year other
6. As a freight user are you satisfied with the available freight services?

 very satisfied satisfied neutral unsatisfied very unsatisfied
7. As a customer of the Ho'olehua terminal how satisfied are you with current facilities, like bathrooms, number and quality of vendors, security and parking?

 very satisfied satisfied neutral unsatisfied very unsatisfied

8. Did you know that the Airport Division is the only state division which is supposed to support itself financially?
 Yes ___ No ___ Not Sure ___

9. The Airport Division makes its money by charging landing fees to airlines, renting space to vendors, and by charging for parking. Because of its current size and limited space Ho`olehua Airport has **never** been self-supporting. It has always relied on Kahului or Honolulu Airport for funding support.

How important is it for Ho`olehua Airport Division to be self-supporting?

 Not at all A little Somewhat Important Very important

9. Which of the following improvements should be made at Ho`olehua Airport?(check all that apply)

- | | |
|--|--|
| <input type="checkbox"/> paved overnight parking with fees | <input type="checkbox"/> fuel tanks so planes can refuel and Molokai residents can have direct flights to islands other than Oahu and Maui |
| <input type="checkbox"/> new terminal with more services | <input type="checkbox"/> longer landing area so large planes (DC9) can land in Kona winds |
| <input type="checkbox"/> lighted airport sign | <input type="checkbox"/> drive thru check in |
| <input type="checkbox"/> more vendors | <input type="checkbox"/> competitive airfares |
| <input type="checkbox"/> sit down restaurant | <input type="checkbox"/> more seats available |
| <input type="checkbox"/> more storage facilities for freight | |
| <input type="checkbox"/> safer parking | |
| <input type="checkbox"/> better airfares with more flights | |
| <input type="checkbox"/> other | |

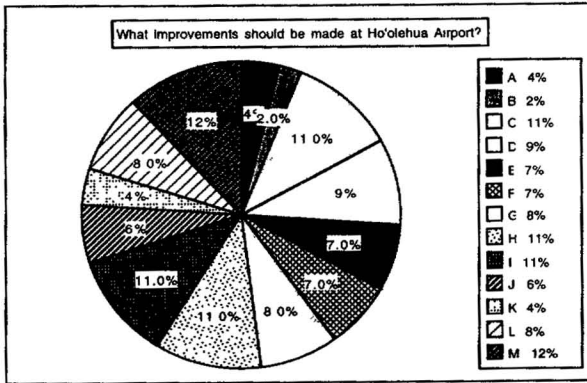
10. How do you think these improvements should be paid for?
 by meeting federal requirements in order to get federal funding
 raise county taxes raise terminal rents
 raise state taxes raise landing fees
 other

11. Would you be willing to pay a fee to have paved and safer parking?

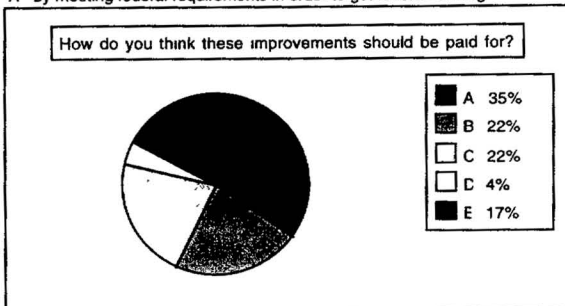
 SD D N A SA

SAMPLE TECHNIQUE:
 Our sample technique was systematic using the telephone book and a random start. Our sample size was thirty-one.

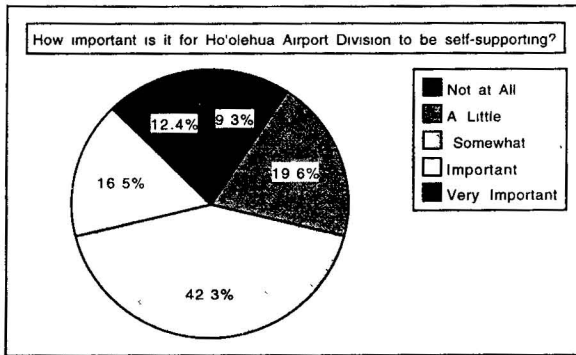
GRAPHS:



- | | |
|--|--|
| a. paved overnight parking with fees | i. fuel tanks so planes can refuel |
| b. new terminal with more services | l. Molokai residents can have direct flights to islands other than Oahu and Maui |
| c. lighted airport sign | j. longer landing area so large planes (DC9) can land in Kona winds |
| d. more vendors | k. drive thru check in |
| e. sit down restaurant | l. competitive airfares |
| f. more storage facilities for freight | m. more seats available |
| g. safer parking | |
| h. better airfares with more flights | |
- A by meeting federal requirements in order to get federal funding



- B: raise county taxes
- C: raise state taxes
- D: raise terminal rents
- E: raise landing fees



CONCLUSIONS:

- The improvements that were selected most were: more vendors, better airfares with more flights, fuel tanks so planes can refuel, and more seats available for each flight
- The improvements that were selected least were: paved overnight parking with fees, a new terminal with more services, and drive through check in.
- 35% said improvements should be paid for by meeting federal requirements in order to get federal funding.
- 22% said the improvements should be paid for by raising county taxes.
- 22% said the improvements should be paid for by raising state taxes.
- 42% said it is "somewhat important" that Ho'olehua Airport Division be self-supporting; 29% said it is "important" or "very important" , and 29% said it is "not at all" or "a little important" .

INFERENCES:

- Maybe people want fuel tanks so they can have direct flights to other islands besides Oahu and Maui.
- Maybe people want better airfares, more flights, and more seats because it's expensive to fly and they want to fly more often, but can't afford it or get seats.
- Maybe people like parking in the field for free so they don't want to pay for parking.
- Maybe people think it will cost them more money to fly if there's a new terminal built or drive through check-in.
- Maybe people want improvements paid for by federal funding so they don't have to pay directly for the improvements themselves.

- Maybe people feel it's unimportant for the Ho`olehua Airport Division to be self-supporting because they rarely use airport services or maybe they would rather have Kahului or Honolulu continue to support them.
- Maybe the majority of the people think it is somewhat to very important for the Ho`olehua Airport Division to be self-supporting because Ho`olehua Airport should be the responsibility of Molokai residents.

RECOMMENDATIONS:

We would recommend that our group collect more data because we collected so little. We know the people we're sharing the data with would like to have more information. We also think more people need to know about Ho`olehua Airport, how it operated, and how it is funded.

EVALUATION:

We were very disappointed with ourselves that we didn't reach our goal of fifty responses per member. If we were to do this again, we would delete three questions from our data collection instrument because it was too long and that may have prevented people from completing it. We would delete questions #2, #3, and #6.

P.R.I.S.M. Environmental Excellence Awards

1999 Recipients

Individual Category
Matthew Adolpho Jr.

Business/Organization Category
Recycle Molokai

1998 Recipients

Individual Category
Penny Martin

Business Category
Rawlins' Chevron

1997 Recipients

Student Category
Kendall Hubin
Ishadanna Rapanot.

Individual Category
Mac Poepoe

Business Category
Friendly Market Center

PRISM Environmental Excellence Awards 1999

1999 Business/Organization Category: Recycle Molokai

Recycle Molokai began in April 1996 and is operated by George and Kandy English. George and Kandy are involved in educating Molokai's young people by going to schools and teaching the importance of the 3Rs - **R**ecycling, **R**educing, and **R**eusing. They conduct workshops to teach adults how to compost, recycle, and reuse. George and Kandy enjoy meeting children and working with the community in an effort to help Molokai reduce landfill use. They are dedicated to serving the community's needs and promote environmentally friendly waste management practices. Their leadership in environmental actions has had a very visible impact on our community. Their goal is for Recycle Molokai to be sustainable and for future generations to continue what they have started.

1999 Individual Category: Matthew Adolpho

Matthew Adolpho was one of the founders of Hui Ho'opakele `Aina. The Hui responded to many environmental issues facing our community. The Hui used quiet protesting with developers to try and change the community plan.

Matthew worked to prevent the construction of Highlands Golf Course on top of the Kualapuu aquifer. Major concerns were the potential for pesticides and herbicides seeping into the drinking water and to maintain the integrity of the Molokai Community Plan.

He worked to halt the cutting of trees for the biomass electrical plant in Palaa. The cutting of trees threatened the Makahiki grounds and there was a major logging operation up in Naiwa.

The Hui brought action to stop the Kaluakoi pipeline which was in violation of the Federal Clean Water Act and County Soil Erosion Permits. The case was settled out of court and the settlement was used to create a perpetual Molokai Environmental Fund. As a result, over \$15,000 a year is available in environmental community grants.

Matthew has continued to set an example of commitment to his community through his involvement in community issues. We feel his efforts and actions live what PRISM stands for; he works to provide resolutions with integrity for sustainable Molokai.

Matthew sees Molokai's future as a beautiful one and plans to continue his efforts to educate and participate when environmental issues arise.

1999 PRISM Sp ak r and Sp cial Gu sts

Dr. Randy Hitz

We are very honored today to have Dr. Randy Hitz here as our keynote speaker. Dr. Hitz is the Dean of the College of Education at the University of Hawaii - Manoa. Previously he was the Dean of the College of Education, Health, and Human Development at Montana State University. Before that Dr. Hitz was an Early Childhood Specialist for the Oregon Department of Education. He sees himself as an advocate for children and quality education at all levels.

Dr. Hitz has two children who are both married and living on the Mainland. His hobbies are singing, songwriting, playing guitar and ukulele, running and tennis and he loves Broadway musicals. He grew up in a very warm and loving home with extended family all around.

Dr. Peter Corcoran

Dr. Corcoran is a professor of environmental studies at Florida Gulf Coast University. In 1997 he was the president of the North American Association of Environmental Education. Dr. Corcoran was born in Maine and currently lives in Sanibel, Florida. He research into environmental education takes him to many exciting places around the world. Some of his favorites are in Fiji and on Molokai.

Mrs. Delores Roth

Mrs. Roth taught for 31 years in the Ste. Genevieve, Missouri School District. For the last twenty years she taught science and environmental science. Delores is married and has four children, two girls and two boys. Both daughters are also teachers. One daughter uses the issue investigation curriculum in her classroom.

In 1993 Delores was selected to receive the presidential award for being one of the top three science teachers in Missouri. Delores is currently working with Drs. Hungerford, Volk, and Bluhm at The Center for Instruction, Staff Development and Evaluation in Carbondale IL.

Anastasha Swaba

Anastasha Swaba is an 8th grader at Molokai High School. She enjoys such subjects as math, science and English. Anastasha plans to attend Stanford University where she would like to major in business and corporate law. She strongly feels that "A good education is the key to success." Anastasha is a PRISM graduate. She was co-chairman for the first PRISM Symposium in 1997.

Student Biographies

Cleighton Mahiai

Cleighton likes to camp and he would like to go to MCC School when he grows up. Cleighton's hobbies are all kinds of fishing. He has one sister and four brothers. He is the youngest in his family.

PRISM is fun. Cleighton learned how to do research about the airport on his Island of Molokai.

Matthew Isnec

PRISM means a lot of work to Matt and it's so hard. Matt lives in Kualapu'u. He has four sisters and one brother and two parents and one dog. Matt is a fifth grader. When Matt grows up he will take over for his dad.

Joshua Kai-Corpuz

Joshua Kai-Corpuz is in fifth grade and loves to go hunting and play electronic games in his spare time. His favorite foods are prime rib, lomi salmon, raw fish, pizza, and Hawaiian food. When Joshua grows up he wants to go to college and get a good job.

Joshua like PRISM because he like to work. PRISM means to work hard and get it done.

Amber Apostol

Amber Apostol is a sixth grade student at Kualapu'u School. Amber has one older sister named Laila. She likes to meet new people and get to know them. In the future Amber would like to attend Kamehameha Schools. When Amber grows up she would like to be a Kamehameha School's teacher.

PRISM gave Amber the opportunity to learn ways to get involved with the community. Amber would like a caring and sustainable Molokai for future generations.

Laulani Puailihau

Laulani Puailihau is a sixth grade student at Kualapu'u School. When she grows up she wants to go to Stanford University and become a Marine Biologist. She has one brother who is in tenth grade.

PRISM means hard work and opportunities with education.

Joey Kepa

Joey Kepa is in sixth grade. He has three sisters and he is the only boy. His best food is a hot dog. His best sport is baseball. When Joey grows up he would like to be a pro baseball player.

PRISM means to help in the community and to make things good for the future.

Nainoa Buchanan

Nainoa Buchanan is part of a family of eight. He has four brothers and one sister. He like to go to the forest in his spare time. He plays baseball for athletics. His goal is to be a doctor in the remote future.

PRISM is very important to Nainoa because he learned about the community.

Mary Lagazo

Mary Lagazo is in the sixth grade and is eleven years old. She has one brother. In her spare time she likes to play with her friends. She plans to go to college.

Mary thinks PRISM is a good thing because she thinks it helps her island and community.

Brittanie Howard

Brittanie Howard is a sixth grade student at Kualapu'u School. She has one sister and one brother that mean a lot to her. Her mother is Donna Howard and her father is Gerald Howard. When she graduates she wants to go to the University of Hawaii on the Big Island. She dreams of owning her own homestead.

PRISM means a lot to Brittanie. In general it means hard work and team work.

Jessica Wooldridge

Jessica is a fifth grade girl who likes to work on environmental issues. She plans to go to college and become a veterinarian. She plans to carry on the knowledge that she has from working on environmental issues. Jessica has one sister.

To Jessica PRISM means to help Molokai be a better place and to help people who live there.

Jennifer Boswell

Jennifer Boswell is a fifth grader at Kualapu'u School. Her parents are James and Vicki Boswell. Jennifer is the youngest in her family and she has five brothers. She is ten years old and will turn eleven in November.

When she grows up she wants to be office manager for her family company called "Boswell Trucking". She plans to go to MCC after she graduates and major in office management.

In school her class has a program called PRISM. To Jenny it means helping our class, our community, and our world.

Kesha-Ann Faiumu

Aloha from Kesha-Ann Aulelee Malialani Kahananui Faiumu. Kesha has two brothers and two sisters. What PRISM has meant to Kesha is hard work that needs to be accomplished. Kesha's goals are going to college and getting to know people and teach them what she learned about PRISM so it can keep on going to future generations.

Kyle Sakurada

Kyle is a musical person and wants to become a comedian when he is out of college. Kyle has one sister and one brother. He likes to eat food like pizza. He

cooks steamed moi. He visits his Aunty Arids.
PRISM means a lot of hard work and courage.

Ashley Woolsey

Ashley Woolsey likes to draw pictures and write books in her spare time. She is kind to others and her knowledge makes her smart. Ashley has two brothers and two sisters. She plans to go to college. When she is in class her favorite subjects are; Wordly Wise, Math, and Issues. Ashley has learned a lot about issues like what is the percentage of people who litter on the beaches.

PRISM is part of her life because it helps us make a better and cleaner environment.

Akoni Kaalekahi

Akoni Kaalekahi is in the sixth grade. He has two brothers and one sister. Akoni plans to be an artist when he grows up. Akoni likes to go riding with all his friends on their bikes. In his spare time he likes to do art work.

Akoni thinks that PRISM is important because it is work that can help our community.

Roselani Low

Roselani has one brother and one sister. Her favorite hobby is basketball.

In PRISM Roselani thinks that it is a very responsible job and it teaches how we can help around the environment.

Troy Dela Cruz

Troy Dela Cruz is a fifth grader at Kualapu'u School. He likes to hunt and fish. When he grows up he would like to join the Coast Guard. Troy has three sisters and two brothers. He finds it very hard to be sharing with them because he hates to share.

Troy thinks PRISM is very challenging because he has to do a lot of research.

Shalei Borden

Hello from Shalei Borden who is a fifth grader at Kualapu'u School. She has an older brother named John Borden Jr. and a younger sister named Jasmine Borden. Shalei would like to be a car or boat engineer.

The thing that she likes about PRISM is that she could go all over and travel with her friends and her teachers. That's what she like about herself.

Nicolas Kuhn

Nicolas Kuhn is eleven years old. He wants to bike ride and wants to be a contractor and own a business called Kuhnstruction. Nicolas plans to go to college and wants to own a Harley Davidson. He likes to read Science Fiction books. He hates hot weather. Nicolas' favorite color is blue and his second choice is red. His favorite TV shows are Home Improvement, Simpsons, and he like most cartoons. He likes riding his ATV and playing with action figures.

Nicolas thinks PRISM is important for helping his community make correct decisions. The issue project is challenging but worthwhile to him.

Creg Gumanas

Aloha from Creg Gumanas who is in fifth grade. Creg is ten years old and has one brother and one sister. He has five dogs, one cat, eleven chickens, three pigeons, and two ducks. Creg likes to play Major League baseball with his team. In his spare time he like to play the ukulele and spend time with his animals and his family.

Creg thinks PRISM is going to change Molokai for the future.

Charles Makekai

Charles Makekai likes to play baseball. He is in fifth grade at Kualapu'u He has two sisters. Charles is part Hawaiian and part Filipino. He would like to be a cowboy when he grows up.

Charles likes doing PRISM because it is fun doing all kinds of stuff. He finds research to be the most challenging part of PRISM but he thinks PRISM is good because you get to solve all kinds of issues.

Amber Haliniak

Amber is in fifth grade and she likes to play tether ball with her friends. Amber is her first name which is sort of an orange yellow. Amber's middle name is Likolehua and that means lehua flower. When Amber grows up she wants to be a teacher and continue PRISM.

I think PRISM means to stop people from doing things to hurt animals or other things.

Crystal Yuen

Crystal Yuen is a sixth grader at Kualapuu School. She has two sisters that are older than she is. Crystal would like to attend college in Indiana when she is finished with high school. She would like to become a speed boat or race car engineer. When she accomplishes that goal she would like to become the first lady president. Before she tries for first lady president she would like to start her own business on Molokai.

Crystal says that PRISM helped her a lot with her writing and will help her in her future.

Darren Bermudez

Darren is in the fifth grade and has played basketball for four years. He has played in all stars and won the MVP for one year. His goal is to get a basketball scholarship and attend college. When he grows up he wants to play for the U. H. His favorite team for basketball is the L.A.Lakers. Darren's favorite food is pizza.

PRISM means work and research to Darren and maybe he will get a scholarship for that too.

Travis Domingo

Travis wants to be an Air Force member. He doesn't have any brothers or sisters. His hobbies are snorkeling, drawing, and going to San Diego. Travis is not Hawaiian but a regular boy. Travis doesn't need a helper in history.

Travis thinks PRISM means hard work or challenging work.

Tristan Kiyan

Tristan Kiyan is a fifth grade student at Kualapu'u School. He loves to go fishing, draw cartoon characters, and spend a lot of time playing games. He spends a large duration of time with his family. Tristan wants to be an artist, a car designer, or a military weapons designer. His favorite foods are salmon, Kalua pork, laulau, poi, shoyu, rice, and chicken katsu. He has one nine year old brother and one mom and one dad. His mom and dad work as teachers at Kualapu'u School.

It seems Tristan thinks PRISM means giving answers to problems so that Molokai can be a great place for future generations. He thinks it's an opportunity to meet and get to know people.

Noland Raponot

Noland is a sixth grade student who like to hunt, play baseball, and basketball. He has one sister. When Noland graduates he wants to go to the military.

Noland thinks PRISM is a good way of teaching people a better way to live, like not to litter and to keep the place sustainable. PRISM taught Noland about the environment , where we live and to help us make a better living.

Jammel Raponot

Jammel Rapanot is a student who goes to Kualapu'u School. Her favorite food is pizza. She wants to move to Orlando, Florida when she grows up and become a professional basketball player there.

PRISM helps Jammel see how the people think and helps her see what people know about their ohana and community. She also like to help people in need.

Filiga Pilati

Filiga Piliati lives on the Island of Molokai. She is twelve years old. She wants to graduate from Molokai Intermediate and High School. Filiga has three sisters and two brothers. She plans to live on the Island of Molokai

PRISM means a lot of work to Filiga but she does the work to help Molokai.

Louiegy Ponce

Louiegy is the oldest of two children in his family. He likes baseball and football. When he grows up he will go to the Air Force to pay for his college degree in art. He is a wonderful wildlife artist.

To Louiegy PRISM means a lot of opportunities, challenges, and to help make a better future.

Alyse Kaahanui

Alyse Kaahanui is in the sixth grade. When she grows up she would like to go to college in Indiana and become a race car and boat engineer. Alyse likes to shop. She has one sister and one brother.

PRISM is a new start toward a positive community and a good education to help ourselves.

Marlon Espejo

Hello from Marlon Espejo who is a fifth grader. Her teacher is Miss Vicki Newberry. Marlon's family was born in the Philippines. He came to Molokai in November 1995. He came to Miss Newberry's class on December 4, 1995. In Miss Newberry's class we are doing a project called PRISM which stands for Providing Resolutions with Integrity for a Sustainable Molokai.

The PRISM project has helped the community for three years and Marlon feels he is one who is helping the community of Molokai.

Rusty Puaoi Marcellino

Rusty is a fifth grader who likes to play football. He has two brothers who like to play football also. Rusty's favorite food is pizza.

Rusty thinks PRISM means a lot of work to show his knowledge.

Rebecca Seguritan

Hello from Rebecca Seguritan. Rebecca has four brothers, Donovan, Paul, Jerry, and Dallas. Rebecca wants to become a teacher because of the examples of her teachers.

Rebecca understands PRISM because she has the opportunity to collect data and to know what the community's opinions are.

Troy Mollena

Troy lives on Molokai. His hobbies are drawing, Pokemon, TV, and kickball. He is a friend of the school. Troy is quiet and doesn't want to be noticed. He has three brothers and he sweats when under pressure. Troy loves grandma, TV, his dog, blanket, and Pokemon.

PRISM has given him a new experience by learning about his island.

**A Big MAHALO to the Financial Support of
the
Third Annual P.R.I.S.M. Symposium**



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- Tides Foundation
- Wahiawa Rotary
- Yola Forbes

P.R.I.S.M.

"Providing Resolutions with Integrity for a Sustainable Moloka'i" is the goal of P.R.I.S.M. PRISM hopes the future will see more environmentally literate citizens who are willing and able to make informed decisions which promote both the quality of human life and the quality of the environment.

Making a dream like this a reality requires the work of many.

MAHALO TO . . .

Harold Hungerford and Trudi Volk for writing the curriculum, *Investigating and Evaluating Environmental Issues and Actions* and then sharing it with us.

Dr. Randy Hitz for the joyful music and his willingness to learn about the environment.

Dr. Peter Corcoran for his wonderful spirit and sense of aloha which shone through in his pule. You help us to understand how much we yet have to do.

Delores Roth for her assistance and sense of humor. Her ability to help without being intrusive is truly a gift.

Anastash Swaba, from the first class of PRISM students, for her words of inspiration. You make us all so proud.

Both Molokai newspapers; the Molokai Advister News and the Molokai Dispatch. Their coverage of PRISM this year has been most generous and gracious. Thank you for recognizing the positive efforts of the youth of Molokai.

Linda Reyes for her kind, gentle spirit and quiet way of getting things done.

To Nathan Varnes, Geroge Chung, Kekama Helm and Yama Kaholooa for coming into the classroom and sharing their expertise.

To Vandale Dudoit for showing Hale O Lono to our student researchers.

Richard Young and Kekama Helm for their help with the Kaunakakai Revitalization investigation. Both spent many hours helping students "map" Kaunakakai. Richard shared his knowledge as an architect and helped turn the data into renderings of the various revitalization plans.

Arleon Dibbon for providing students the opportunity to gather primary source information and experience an endangered species first hand. Her enthusiasm has encouraged students to learn more and become involved in her program.

To Mahiki Lankford for preparing our Friday evening meal.

Colleen Murakami of Department of Education, State Environmental Education Specialist for her support and surprise visit.

Mayor Maryanne Kusaka of Kauai, her office, and staff for assisting students from Kauai to attend P.R.I.S.M.

Molokai Visitors Association for donating maps and other information for the registration packets.

To the many experts from around the world who shared their knowledge on these issues through e-mail.

Marian Horita for the beautiful leis and her encouraging words.

Jo Ann Carvalho of HEEA for her help and continued support.

Lydia Trinidad for supporting our use of the *the Investigating and Evaluating Environmental Issues and Actions* curriculum.

The staff of Kualapu'u School for their support and encouragement. A special thanks to Joyce Mondoy, Sarah Kawaa, Kathy Bennett and Charolotte Seales.

The families of the fifth and sixth graders for your love, guidance and help along the way.

. . . and to all the others we may have forgotten to include here, MAHALO NUI LOA for all your support!

Dana Lukonen, Vicki Newberry, Crystal Yuen, and Tristan King

P.R.I.S.M. Planning Committee**Planning Committee**

Co-chairperson: Tristan Kiyan
 Co-chairperson: Crystal Yuen
 Amber Apostol
 Mary Lagazo
 Jessica Wooldridge

Sub-Committees

- Hospitality and Registration
 - Student Chair: Brittanie Howard
 - Filiga Piliati
 - Alyse Kaahanui
 - Laulani Puailihau
 - Ashley Woolsey
 - Darren Bermudez
 - Shalei Borden
 - Jenny Boswell
- Facilities
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 - Marlon Espejo
 - Louiegy Ponce
 - Creg Gumanas
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- Correspondence
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 - Rebecca Seguritan
- Publicity:
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 - Alyse Kaahanui
 - Jammel
 - Rapanot
 - Brittanie Howard

Molokai Advertiser-News

Volume 16 Number 16 Molokai's Favorite Community Newspaper—Every Wednesday

April 21, 1999



Kualapu'u PRISM Project to Receive \$10,000 Award

Kualapu'u School's fifth and sixth grade PRISM Project will be accepting a \$10,000 award from Busch Gardens, Tampa, Florida this week. On Tuesday, Ms. Vicki Newberry, Miss Dara Lukonen, the teachers, who have guided the PRISM Project for the past three years, and four students will be visiting to accept the grant and to present a little bit about PRISM. Chosen to represent their classmates were fifth and sixth grade students Tristian Kiyau, Amber Apostol, Alyse Kaahanui and Crystal Yuen. Contributions of pennies, nickels, dimes and dollars from the Kualapu'u Ohana (other students, teachers and parents) are helping the foursome on the adventure!

The Kualapu'u PRISM (Providing Resolutions with Integrity for a Sustainable Molokai) Symposium this year will be presented on May 7th and 8th. Fourth students will be offering their results of research on relevant Molokai issues.

PRISM Updated to May 7 ^{4/7/99 KAN}

We would like to extend a public invitation to attend our Third Annual P.R.I.S.M. (Providing Resolutions with Integrity for a Sustainable Molokai) Symposium. P.R.I.S.M. is a project of the students in Miss Lukonen's and Ms. Newberry's fifth and sixth grad-classes at Kualapu'u School. We have selected environmental issues that we feel are important to our island community. We research the different issues in small groups, collect and analyze the data, and then we present our work to the community. We feel that our work helps our community to resolve important issues in a respectful manner.

The dates for this year's symposium are May 7 and 8, 1999. The evening of May 7 we will hold a welcome dinner that will include entertainment and the presentation of the P.R.I.S.M. Environmental Excellence Awards. On Saturday, May 8 we will present the results of our research.

This year we are honored to have Dr. Randy Hitz, Dean of College of Education at University of Hawaii Manoa as keynote speaker. Dr. Hitz will speak about his experi-ences as an early childhood teacher, and about the environment. He will also share some of his work as a singer-songwriter. We think he will add a great deal to the program.

We would really appreciate it if you would be able to come to our Third Annual P.R.I.S.M. Symposium because we are very proud of the work that we do for our local community and we especially want to share it with you.

Nominations are being accepted for the Third Annual PRISM Environmental Excellence Awards. PRISM stands for Providing Resolutions with Integrity for a Sustainable Molokai.

Two awards will be given this year: One to a business or group and one to an adult.

Nominees must be Molokai residents. If you would like to nominate an individual, business or group for the PRISM Award for Environmental Excellence, send a letter of nomination to the PRISM Award Committee, Kualapuu School, P.O. Box 260, Kualapuu, HI 96757. Letters should be no longer than one page in length and should state the con-tributions the nominee has made to Molokai in environmental protection, education, and/or community action. Selections will be made by a panel of Kualapuu students. Awards will be presented at the Earth Day Celebration on April 16 at Mitchell Pauole Center and again at the PRISM Symposium opening event, the evening of May 7 at Kualapuu School. Nominations must be received by April 13, 1999.

We have selected four students to represent their classmates and they are: Tristan Kiyau, Crystal Yuen, Amber Apostol, and Alyse Kaahanui. We will leave on April 20 and return April 25 [to receive an award from Busch Gardens, Florida]. Too good for the kids!!! Again, thanks for your continued support of the work of our students.

PR.I.S.M.



Moloka'i Complex News

Allen Ashitomo

Kualapuu School's 5th and 6th grade students, and their teachers, Ms. Lukonen and Ms. Newberry are receiving national recognition and awards for their PR I S M Project, Promoting Resolutions with Integrity for a Sustainable Moloka'i, now in its third year. Competing with students, Grades K-12, across the United States, the United Kingdom, and Canada, PR I S M placed first in the Education Outreach category of the Busch Gardens Environmental Excellence Awards and received \$10,000. This category is co-sponsored and judged by the National Geographic Society.

In ceremonies on Earth Day, April 22, 1999 at the Busch Gardens in Tampa, Florida, Kualapuu students presented their project, along with the seven other categorical winners. Later that day, Kualapuu's delegation learned that they were selected to receive the Grand Prize award for an additional \$10,000.

This national recognition provides additional validation of the instructional approach used by Ms. Lukonen and Ms. Newberry, Investigating and Evaluating Environmental Issues and Actions (IEEIA), developed at Southern Illinois University at Carbondale. A National Diffusion Network model, this process approach, which is the foundation of PR I S M, allows students to investigate local environmental issues, and identify the beliefs and values of the community, and the important players involved. Students also learn to develop research questions and data collection instruments, and then gather, display, and interpret the data. Finally, students plan an annual community symposium where they present their results. This year's PR I S M Symposium on May 8, will feature keynote speaker, Dr. Randy Hitz, Dean of the College of Education at the University of Hawaii at Manoa.

PR.I.S.M is expanding this year, to include a Visioning Project. Thirty-five students from grades six through eight, will be meeting this summer to develop their vision for Moloka'i, which will include the island's culture, environment, economics, education, health, safety, and recreation. Students will then share their vision with their fellow students and the community.

Congratulations to Ms. Lukonen's and Ms. Newberry's 5th and 6th grade classes, Principal, Mrs. Trinidad, and Kualapuu's school community, on their achievement.

Mau District Bulletin-Page 3 April 1999

Community Invited: PRISM Symposium May 7 & 8. The fifth and sixth grade students of Mrs. Vicki Newberry and Miss Dana Lukonen's classroom, Kualapuu 7th, selected "Inviting the Community to the Table" annual PRISM Symposium. Every student has been participating and presenting. Maximal participation was achieved in the 5th and 6th grades. The PRISM Symposium will be held on Friday, May 7 and Saturday, May 8, at the Kualapuu School. The PRISM Symposium will be held on Friday, May 7 and Saturday, May 8, at the Kualapuu School. The PRISM Symposium will be held on Friday, May 7 and Saturday, May 8, at the Kualapuu School. The PRISM Symposium will be held on Friday, May 7 and Saturday, May 8, at the Kualapuu School.

Molokai Advertiser News May 5, 1999

A Major National Award for Molokai (HI) 5th and 6th Grade Students

Students Crystal Yuen, Alyse Hokulani Kaahanui, Tristan Kiyon, and Amber Apostol will be at Busch Gardens in Florida along with their teacher, Vicki Newberry to receive a national award and \$10,000 plus other benefits.

Our Molokai friends will be awarded the ENVIRONMENTAL OUTREACH AWARD sponsored by the National Geographic Society. This award acknowledges that education is the key to ensuring that the planet stays in good hands for generations to come, and recognizes an original education program about the environment which is shared with the school or community?

A first-place award is presented in each of the eight (8) award categories. First-place award-winning projects receive: \$10,000; All-expenses-paid trip for two (2) students and one (1) chaperone/teacher to one of the SeaWorld/Busch Gardens Adventure Parks for a special awards event; 100 T-shirts to share with school and community; and, an award trophy and certificate

Since 1992, the awards have recognized the outstanding efforts of students across the country who are working at the grass-roots level to protect and preserve the environment. These awards are known as the SeaWorld/Busch Gardens Environmental Excellence Awards. There are eight award categories, sponsored by the Center for Marine Conservation, National Fish and Wildlife Foundation, American Oceans Campaign, National Wildlife Federation, The Nature Conservancy, National Geographic Society, The Izaak Walton League of America, Conservation International, and the SeaWorld/Busch Gardens Education Departments. The projects which receive the awards offer creative solutions to environmental problems; are primarily student-driven; and demonstrate significant environmental and educational impact.

The Molokai students are also in the running with the other first place winners for the grand prize of an additional \$10,000 and trips for five students to the Busch Gardens Summer Zoo Camp Program. That winner will be announced in Florida.

Vicki and the students will be leaving on April 20 to attend the festivities which include making a presentation, meeting with their National Geographic Society partner, playing in the park, and attending the evening formal awards ceremony. The students will also have time to meet with the students from seven other first place projects and swap souvenirs from home. They will then take two days to explore a little of Florida. They will spend a night in the Everglades and visit the Seminole Museum.

We want to congratulate Vicki and Dara and the entire school for this stunning achievement. It is things like this that draw attention to Ieeia and peak the interest of teachers heretofore unfamiliar with the program. As you all know, implementing a program as different as Ieeia in most schools of the nation is extremely difficult. We do, indeed, need all of the help we can get!

IEEIA NEWSLETTER FROM CISDE

The Center for Instruction, Staff Development and Evaluation
1925 New Era Road
Carbondale, IL 62901

April 1999

Editors for this newsletter: Debra Robb and Harold Hungertford

Molokai Advertiser-News

April 28, 1999

Volume 16 Number 17 Molokai's Favorite Community Newspaper—Every Wednesday

Kualapu'u PRISM Project Receives \$20,000 Award

Kualapu'u School's fifth and sixth grade PRISM Project were expected to receive a \$10,000 award from Busch Gardens, Tampa, Florida, April 20. Ms. Vicki Newberry, Miss Dara Lukonen, the teachers who have guided the PRISM Project for the past three years, and four students, and *ho'akapu* donated by Molokai friends, traveled to Florida to accept the grant and to make a presentation about PRISM. In photo at left with Ms. Newberry and Miss Lukonen are Tristian Kiyari, and Crystal Yuen, co-chair of this year's PRISM Symposium, Amber Apostol, and Alyse Kaahani, who made the journey to Tampa. Contributions of pennies, nickels, dimes and dollars from the Kualapu'u Ohana (other students, teachers and parents) are helping the foursome on the adventure! The funds the group brings home will make possible new learning materials and activities the two teachers would like to have for their students and the community. Word received on Thursday at the school was that the PRISM Project had received an additional \$10,000 from Busch Gardens Foundation.



The Kualapu'u PRISM Symposium this year will be presented on May 7th and 8th. Forty students will be presenting their results of research they have done on relevant Molokai issues. Providing Resolutions with Integrity for a Sustainable Molokai. The students have been planning and working on 14 new issues that are sure to be of interest to Molokai residents.

This year the keynote speaker will be Dr. Randy Hirtz, Dean of the College of Education at the University of Hawaii. He will share his experiences as an early childhood educator and his thoughts on the environment, as well as his talent as a singer-songwriter.

Dispatch

The Newspaper of

FREE!
 April 29, 1999
 D. E. I. S. M. - WIN IT ALL!!!

Continued from Page 1

Environmental Outreach they were paired with the very group that selected him from the Outreach entries. The National Geographic Society "It will be a fabulous experience to network with people of such caliber." Newberry said as she spoke of the competition. She also noted that they on national competitions before. Last September 9 Moloka'i P. R. I. S. M. students and 16th graders from Kualapu'u School and 3 11th graders from Mililani were invited to share the findings of their investigative research in Atlanta, Georgia before an international conference of the North American Association of Environmental Educators. "Our kids were the youngest the only two other students there were high school level and the rest were adults. Our P. R. I. S. M. kids really were impressive and called off their very long 15 minute required presentation beautifully."

Now back to the trip almost a week in length. With land accommodations and some of the travel paid for by the sponsors and extra money having been raised for a few extra days of exploring, the group was out certainly counting the hours when we met with them the day before their departure they had done their homework too and now exactly what their itinerary held for them special tour of Busch Gardens and a World overnight stay at a Seminole reservation where they will have the chance to meet with the Native Americans of Florida and compare their situation with that of native peoples at home, and hopefully a visit to the Everglades and Big Cypress



Swamp - the massive fire situation permitting. Stops at beautiful Samba Island and several other tourist destinations have been worked into their busy schedule too. Ask the

kids what they want to do for fun, shop, go to the beach, ride the roller coaster and see dolphins. With gifts and "swap meet" items from Moloka'i to share with fellow preventers/winners, all their research materials, and big smiles and expectations - they were off to hopefully sunny (not smoky from giant fires) Florida skies. As they said Aloha they wished to thank all who continue

to support the program on island and to Busch Gardens, National Geographic that also serves as their partner and to those who they hope will come to their May 7th & 8th Symposium to hear more about the fruits of their labors and to share in their achievements.

Congratulations ONE & ALL.

GRAND PRIZE WINNERS Kualapu'u D. E. I. S. M. - Wins it ALL!

by Edie Anderson

With hours of meeting with The Dispatch they, four Kualapu'u School students and their P. R. I. S. M. teachers, were winging their way to Tampa, Florida where, just days later they WON IT ALL. "All" meaning one of the highest honors in the land. The Environmental Excellence Award presented annually by SeaWorld/Busch Gardens. As one of eight project finalists they were attending the 1999 award ceremony with the prospect of taking the top award and they did just that. As the national winner, P. R. I. S. M. received an additional \$10,000 award and the chance for five students to attend one of the sponsor's camping programs.

But through all the excitement, the group kept their "cool" - by that we mean true professionalism and the sense of responsibility that goes with representing their program, school, island, and state in what has become one of the nation's most important environmental preservation and educational programs anywhere.

Crystal Yuen, Hekulani Kaahana, Amber Apostol and Tristee Kiyani - along with teachers Vicky Newberry and Dara Lukonen are proud of their accomplishment to have been selected as one of only 8 finalists from over 150 projects around the nation, as well as winning the top prize. The other finalists, announced on April 22nd at an Awards Dinner, included student groups from New York, Ohio, Florida, Virginia, Tennessee, and the Virgin Islands. On hand to host the event in Florida was the very popular wildlife expert and star of

countless TV programs, Jack Hanna (See Photo on Page 40!). The prospect of winning another \$10,000 was quite an exciting one. Reason P. R. I. S. M. took the event seriously.

Winning was no easy task and Newberry related actually the culmination of three years of work by over 120 Kualapu'u students who have been in the P. R. I. S. M. (Providing Resolute with Integrity for a Sustainable Moloka'i)

program in its three years, we have tackled many interesting and meaningful projects all of which had an environmental theme. Among the projects researched in 1997 were ecotourism, hunting on private lands and hunting green sea turtles, the purity of tap water beach litter, dioxin making at the community level, and several land issues (Hale O Lono, SMA, designation, Ho'olehua Airport)

improvements, and rejuvenation (Kaunakakai Town).

During their investigations of topics such as those listed above the students did information gathering, researched the issue, talked with subject experts, and learned about goal setting and vision statements. The work involved planning, data gathering, and processing, and were deeply involved in

report writing and public speaking. Of special note is that all of those elements were central to what they did in Florida (not enjoying the leisure activities provided for them). The team went before a luncheon forum with their 15 minute presentation that included a video, overheads, and, of course, individual oral summaries by each student.

Having won in the category of

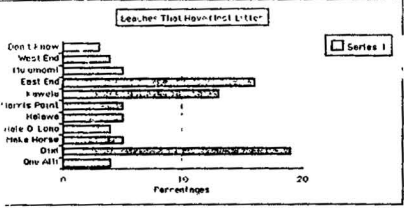
Continued on Page 71



With Jack Hanna & Friends at Busch Gardens



At Moloka'i Airport ready to take off for Florida



Example of study done by PRISM students

**MOLOKAI 5th-6th GRADE STUDENTS
WIN NATIONAL ENVIRONMENTAL AWARD**



Students in the 5th-6th grade class at Kualapu'u School in Molokai, taught by Vicki Newberry and Dara Lukonen, won the Grand Prize in the Busch Gardens Environmental Excellence Award and First Place Award in the Category of Community Outreach and Education.

The class project is known as PRISM which stands for Providing Resolution with Integrity for a Sustainable Molokai. The class researches and collects data on local environmental issues they are interested in, then develop community action plans. Near the end of the school year, they present all their work in a symposium for the community. This year the symposium keynote speaker is Dr. Randy Hiltz, Dean of the University of Hawai'i College of Education.

The competition is opened to students in grades K-12 in North American and US possessions, and over 150 schools entered the contest. There are eight first place awards given each year in a variety of categories and the Grand Prize winner is chosen from the eight first place winners. This year, other winners were from Florida, Virginia, Tennessee, Ohio, New York, and the Virgin Islands.

The class won \$10,000 as a First Place winner, a trophy and travel package for two students and one teacher to Florida... first class! In addition, Busch covered ground expenses for three more persons, plus they donated 100 Environmental Excellence tee-shirts to be shared with the entire school. With Grand Prize came \$10,000 more and all expense paid trip for five students to attend Zoo Camp at Sea World San Diego this coming July.



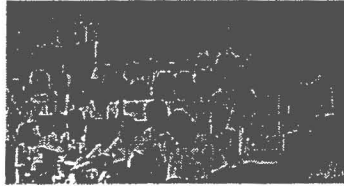
The group that went to Florida for the Awards Ceremony included Crystal Yuen, Alyse Ka'ahanui, Amber Apostol, Tristan Klyan and both of their teachers. The events were held at Tampa Busch Gardens and

they stayed at a Double Tree in suites near the park. The actual Awards Ceremony was held on Earth Day, April 22 and Busch hosted many other activities from April 21-23. They stayed for five days and, after the Busch activities ended, they went to the Seminole reservation to spend the night in traditional chickees, took rides in airboats and swamp buggies, and listened to traditional stories.

The students made a formal presentation which included a video showing their classmates at work and they took pineapple, bread, candy, and both flower and kukui nut lei to share. They thoroughly enjoyed the



animal experiences at the park—holding tarantulas and snakes received high marks with the roller coaster a close second. The kids missed their rice, but tried grits!



Back at Kualapu'u School, PRISM students all gather to receive the award trophies and checks for \$20,000

The entire school took time at the start of the May Day program to recognize the class' efforts and accomplishments. A film crew from Sea World has been at the school shooting the kids in action. According to Vicki Newberry, "The students were very gracious in winning and acknowledged the help of past years symposiums, community, and family. The MC at the awards presentation was Jack Hanna."

The curriculum that the teachers use is based on IEEIA - Investigating and Evaluating Environmental Issues and Actions developed by Harold Hungerford. It uses an interdisciplinary process approach, emphasizing higher order thinking skills. The students select an environmental issue they are interested in and get background information. They write research questions and then develop a data collection instrument to answer their research questions that can be physical data or knowledge or opinion. They develop an action plan based on their data and that can take the form of persuasion, political, eco-management, educational, consumer, legal, etc. They make the choice to take action, but in all cases the action is a result of data not emotion or reaction.

Since 1991, Vicki Newberry, has conducted about 30 teacher workshops using this curriculum. In 1995-96 there were several for the Environmental Education Section of the DOE here in Hawai'i, for the Pacific Island entities, and on the mainland.



PRISM Student Chairperson, Crystal Yuen, being interviewed for national TV at Tampa Busch Gardens

Molokai Advertiser-News

Volume 16 Number 19 Molokai's Favorite Community Newspaper—Every Wednesday

May 12, 1999

3rd Annual P.R.I.S.M. Symposium

by S. Peabody



Co-chairs Tristin Kiyau and Crystal Yuen represent the work of forty students and their teachers, shown with the eagle trophy from Busch Gardens Foundation.

The 5th and 6th grade students in Ma Waki Newberry and Mrs. Dura Lukonen's classes have worked all school year on Promoting Resolutions with Integrity for a Sustainable Molokai. Through a curriculum developed at the Southern Illinois University at Carbondale, the students have been investigating and evaluating Environmental Issues and Actions beginning with getting to know their island home better from fishponds to the recycling center, Kaunakakai town, Hale o Lono, and the airport.

The students presented their projects in panel and breakout sessions. They are well-acquainted with terms and usage of a sophisticated vocabulary including DCI (Data Collection Instrument), Inference, Conclusion, Recommendations, sample of convenience, random sample and are conversant about their chosen subjects. Working in teams of two and three students, issues investigated such questions as: Should fishponds be ecotourism destinations? Should the entire island of Molokai be designated a Special Management Area? Should hunting be allowed on private lands? Should Hawaiians Be allowed to hunt turtles? Does Molokai soil contain hazardous materials? Is bottled water safer than tap water? Should development be stopped until Molokai has a comprehensive water management plan? Should we extend the airport runway? Should main street in Kaunakakai be environmentally, economically, and aesthetically renovated? Should the State transfer control of Hale O Lono Harbor to Molokai Ranch? Hardly frivolous subjects. Some of the investigations were modified as the issues evolved and as new issues arose, like the Medical Waste issue which became moot when the legislature did not pass the bill and when the team realized the issue of Plasma Waste Conversion was too complex to explain in their phone surveys and the issue became "Should Molokai residents be better informed and more involved about decision making while affects the community?" according to principal investigator Marlon Espejo.

During the panel in the morning Crystal Yuen, co-chairperson of this year's symposium, presented an interesting history of the Kaunakakai area as told to her team by Mr. Inamura and the Yuen family's Kaunakakai business establishments in the days when all the businesses were on one side of the road until Mivaki's moved across. That group's investigation "Should main street in Kaunakakai be environmentally, economically and aesthetically renovated?" has come up with an interesting proposal for razing and beautification to improve the environment and economy.

[PRISM continued on page 6]



Dr. Randy Hitz with Isaiah, Marlon and Charles write, "I like the forest. The green, green forest fresh air and wet grass. I like the forest."

PRISM Symposium (Continued from page 1)

The student investigators used telephone interviews, site visits, historical records oral history accounts, information from governmental agencies to identify the beliefs of the community. Through word processing and graphs made on classroom computers the students presented their work. Their frank evaluation of the team work experience was refreshing.

Dr. Randy Hitz, keynote speaker is the Dean of the College of Education at the University of Hawaii - Manoa. Selected by co-chairs Tristin Kiyau and Crystal Yuen through a telephone interview, Dr. Hitz, the writer of songs about adult child relationships is an early childhood education specialist provided a unique lesson on environmental awareness. Using music, audience participation, action and motion children and adults became songwriters in fifteen minutes! From Dr. Hitz' song, "I like mud, gawee gooney mud. Mud for getting dirty, I like mud, twenty more songs about the forest, turtles, nene, rainbows, children and more were created. Dr. Hitz concluded his keynote address with the song written by four students, "I like PRISM, it helps us learn, it makes us happy. It makes Molokai pretty."

Special guests included Dr. Peter Corcoran, professor of environmental studies at Florida Gulf Coast University, Mrs. Delores Roth from the Center for Instruction Staff Development and Evaluation in Carbondale, Illinois, and Anastasia Swaha Molokai High School 8th grade who was the first co-chairman for the first PRISM Symposium in 1997. Six students from Wilcox Elementary School on Kaula were accompanied by their teacher Mrs. Ota.

The symposium is over but students are committed to sharing their findings, some to further study of the important issues for a sustainable Molokai and some will be developing action plans. Principal investigators of issues include: Keoha Faumu, Amber Apostol, Jessica Woodbridge, Joey Kepe, Charles Makekau, Jammel Rapanui, Rose Low, Shalei Borden, Laulani Puaihalu, Mary Lagazo, Ashley Woolsey, Crystal Yuen, Jenny Boswell, Tristin Kiyau, Brittanee Howard, Marlon Espejo, Nicolas Kuhn, Alvin Kiahana, Hilga Piliu, Looney Power, Greg Simanani, Amber Haimak, Matthew Santiago Escobedo were Tristin Kiyau and Jessica Woodbridge.

PRISM last month earned the \$10,000 Busch Gardens Environmental Excellence Award for the Education Outreach category. While in Florida to receive the award, the four students and two teachers from Kualapuu also received a \$10,000 grand prize. Financial supporters from the community have also helped in the production of the three year PRISM project. The partnerships of Queen Liliuokalani Children's Center, Tuley Foundation, Busch Gardens, and the DOE will result in a one week live-in workshop to facilitate the development of a youth vision statement and goals for Molokai's future. The project Ka Ho onohala Nu ukua Molokai will begin with a student workshop which will be held June 14 to June 18. The current PRISM planning committee has selected seven strands for creating a healthy future: culture, environment, economics, education, health, safety and recreation.



Dr. Randy Hitz, keynote singer

The Honolulu Advertiser

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Saturday • MAY 22, 1999

Students learn how to see real problems

Molokai program takes top award

By Edwin Teal
Averett Mait County Bureau

KUALAPUU, Molokai — They've tested farm soils for pesticide residues, taken water samples to determine what pollutants are washing into the ocean and studied Kaunakakai to see what would make the Molokai town more attractive.

But the most important thing the fifth- and sixth-graders at Kualapu'u School gave tested is how to learn, by thinking independently.

Mery Kay Klyman said her fifth-grade son, Tristan, has developed a greater sense of the community around him and the issues it faces.

"He's a lot more inquisitive over the things around him. He's more observant, and he asks more 'how do things get that way,'" she said.

The program that evolved

the past seven years encourages youngsters to explore their environment, focus on issues, examine causes and develop solutions.

Klyman, a teacher herself, said she was skeptical when she learned what two of her colleagues were doing with 11- and 12-year-old students at Kualapu'u Elementary School. But she has found it can be an effective curriculum.

The efforts of teachers Vickie Newberry and Dara Lukonen have been recognized nationally.

Kualapu'u's PRISM program won a grand prize last month in the Seneworld/Busch Gardens Environmental Excellence awards competition, including \$10,000 from the National Geographic Society for Educational Outreach and another \$10,000 for over-achievement.

"We see it as honoring the students," Newberry said. Four in the current class went to the Busch Gardens present-

ation in Florida and did a presentation on PRISM — Promoting Resolutions with Integrity for a Sustainable Molokai.

They went well prepared: The PRISM program includes an annual seminar in which students present their findings at a community forum in Kaunakakai.

"They feel very empowered in the fifth and sixth grades," Newberry said. "They are seeing the respect they get from the community. Even if the actions they recommend aren't carried out, they know they are listened to, and they feel they have earned respect."

Carla Pusa, now a seventh-grader at Molokai High and Intermediate School, said her two years with PRISM gave her the confidence to supply for a grant when she saw a need at her current school.

"Our school just had new classroom buildings built, but there weren't any plants around the buildings," Pusa applied for a grant as part of the school's Molokai Environmental Protection Organization to help start a nursery and landscaping program. Na Opa Keala Hobu gave the program \$5,000.

The effort all began when Newberry was assigned by the state Department of Education to become a training teacher in an instructional

program developed at Southern Illinois University called Investigating and Evaluating Environmental Issues and Actions. She trained about 100 teachers before going back to the classroom seven years ago.

The program is a science-based curriculum that requires students to do their own research and examine all sides of an issue. In groups of four to five, the students work independently, with one assigned as principal investigator.

"It's a very integrated curriculum," Lukonen said. The teachers give instruction in the process, but the students select their issues and go to work on their own.

"We have kids staying after school and coming in on holidays and on weekends. It's been a lot of extra time," Lukonen said.

For three months the students are to gather their data and prepare recommendations. Crystal Yuen, a sixth-grader, said her group studied beautification of Kaunakakai and worked on a plan for more landscaping and shade trees, as well as providing more parking and open space.

They didn't have enough data to complete their plans, she said, but she and her friends understand the "young kids can help with the environment even by doing little stuff. If you get together with your friends and everybody helps."

• EDITORIAL SECTION •

Good News Travels

by Edie Anderson

It is easy to criticize - it seems harder to praise. We were disappointed when we were told that the off-island media didn't seem interested in all the wonderful programs and events being undertaken by Kualapu'u School's P. R. I. S. M. (Providing Resolutions with Integrity for a Sustainable Moloka'i) Project. Even sadder is the fact that they didn't fully recognize this outstanding group, their fabulous teachers, Ms. Vicki Newberry and Ms. Dara Lukonen, and all the highly motivated students who have taken part in P. R. I. S. M. over the past few years.

Well, we intend to continue to do what we can on all fronts: 1) Publicize what goes "right" in education, and 2) Give credit where and when credit is due.

The P. R. I. S. M. Project, primarily an environmental project, has indeed put Moloka'i on the map - internationally. In addition to receiving many accolades in-state, this year's class won one of the top environmental education awards in the nation - the Busch Gardens Environmental Excellence Award. For those who didn't read our coverage of that event, it took the teachers and four members of the class all the way to Florida where they picked up their prize money (and had some "neat" experiences along the way).

As has become tradition, they also hold an annual symposium which is open to the community and which focuses of Moloka'i and the unique environmental challenges facing the island. Topics covered have ranged from issues dealing with water and erosion to agriculture and the sea, and, yes, even development. Litter, conservation, and wildlife have also been subjects studied by the 5th and 6th graders.

What is especially gratifying about all the above, is that the kids are learning much more than just the subject matter. They are learning scientific principles, computer skills, and statistics - and naturally, they are sharpening their reading, math, and writing skills. In the latter case, a quick glance at a copy of the "P. R. I. S. M. Project Proceedings" is enough to convince anyone that these kids most definitely are learning far above what their grade levels indicate. Equally impressive is the way they have taken what they've learned "on the road." To date, they have shared their knowledge with countless individuals on and off island. The people who heard their presentation in Florida were from all over the U. S. and represented many different disciplines and organization. Last we forget to mention, their sponsor at Busch Gardens was none other than the world

renowned National Geographic Society

Now they once again move on - wait till you hear

This past week it was their "Ka Ho'omohala Nu'ukia Moloka'i" program, a week-long "live-in" workshop held at Kaluakoi Hotel. Many events were planned for the 5-day period, which was designed to, in the words of their teachers, "facilitate the development of a youth vision statement and goals for Moloka'i's future." In this context, they devoted time to investigating such areas as: economics, education, safety & health, culture, recreation, and naturally - the environment

What impressed us is the sincerity and dedication given to the issues. We began to wonder if these kids might not even be able to achieve what the elders have not been able to achieve - a consensus. Their willingness to listen to the opinions of others (adults included) and the way they incorporated all types of suggestions was refreshing as well. Finally, to realize that the future, most notably THEIR future (after all we will be leaving it to their generation) and THEIR visions are what most adults fail to acknowledge as being the key to what happens here and now. (Read our two feature articles on Page 1 to get a fuller idea of what this is all about - the one on P. R. I. S. M.'s Workshop and the other on "What's Up America?") Both prove the point that kids count and are instrumental as we face the new century.)

If all the above good news were not enough - we've just learned the several P. R. I. S. M. students, along with their teachers, will be going all the way to Japan at the end of August to spread their message and to learn from their peers in Japan about how others envision the future. The chance to travel and to meet new people, along with the opportunity to learn more about the their specialty, is truly exciting. "Who would have thought," Lukonen said with a huge smile, "our kids have earned a total of four trips, three to the Mainland (Atlanta and Florida to pick up awards and make presentations and San Diego this summer when five kids will be treated to a summer camp experience thanks to Busch Gardens/SeaWorld) and now Japan. Amazing!"

Isn't it amazing what a few good people can achieve when they put their minds to it? Isn't it amazing to think what opportunities are open to our kids - if they have high goals and work hard?

Congratulations to all who are part of the "P. R. I. S. M. family - thanks especially for proving that education can and does work.

Evaluation

Audience Comments:

I liked . . .

- The great group of children.
- I like the panel discussion and break out session
- Dedicated teachers, intelligent, cheerful students.
- All. The students did so well. Dr. Hitz was awesome!
- Dr. Hitz had a great student-centered presentation. Everyone could participate and students could relate.
- Students were well dressed.
- Student's public speaking skills were better this year.
- Students presenting their personal opinions and their personal struggles about research and research findings.
- Dr. Hitz – great ice breaker/environmental song!
- The use of visuals in student's presentations and students willingness to do presentations.
- To see all the teachers showing their support. Ms. Bykowski, Ms. Bennett, Mrs. Horita, Joleen, Ms. Trinidad, Mr. Kiyan, Ms. Santiago.
- The quality of the panel discussion and the breakout session.
- The student orientation – the planning and authentic involvement of the young people is shining. The work is inspirational!
- All the wonderful students; poised confident, knowledgeable. Anastasha is a shining example of what can be accomplished.

I learned . . .

- More about water.
- A great deal.
- 5th and 6th graders can do great issue investigations.
- About the issue investigation curriculum. I love it. That's the way we should involve students and make learning relevant to their lives and education.
- A lot about community issues on Molokai.

I would like to suggest . . .

- We do it again.
- Would like to have more of the community people come to this. You did an excellent job! Proud of you teachers too.
- Shorten panel speaker's section.
- Having some student investigations on Friday night to make the sessions shorter the next day.
- More careful analysis of data collected so that conclusions and inferences are correct.
- Not to make direct reference to God. This is a DOE policy for separation of church and state.
- Putting the correct pictures on overhead with the speaker.
- That you continue through the media (and video) to disseminate the good work that you are doing.
- Student panel presentations be much shorter. Need to rehearse to keep presentation within allotted time.

Student evaluation and comments:

- Panel too long, too many speakers. Less speakers, shorter speeches, some panelists on Friday night.
- Shorter break out sessions.
- More students per issue investigation group.
- More rooms for breakout sessions.
- Two day format with some breakout sessions on Friday.
- Have Friday for students from other schools.
- Present in cafeteria during dinner.
- More rehearsal time.
- More food choices at dinner and lunch.
- Keep the keynote speaker: audience connection and or involvement, activity.
- Former students care about PRISM, shared changes and gave ideas.
- Invite other schools.
- Keep PRISM pens.
- Involve other D-wing classes in issue investigations.
- Have more issue information.
- Start earlier with planning meetings.
- Move registration table inside. It is too hot outside.
- Move location to MPC because that is where meetings are held and more people live near there. Students might have a hard time to get there, but we could hire a bus.
- Hold one day of PRISM at each part of the island.
- Other possible sites: Yacht Club, Kaunakakai Gym, Kualapuu Recreation Center, Kulana Oihi.
- Take show on road; more flyers, go to more hearings to get interest, invite people when you call for DCI.
- Share proceedings with other schools.
- Go to each school to pick up other folks.
- Hold PRISM again....90%.
- Use both overheads and display boards.

