

mālamalama

A woman in traditional Indian attire, including a red sari with gold borders, a gold necklace, and a gold headpiece, is performing a dance pose. She has a bindi on her forehead and is smiling. Her hands are raised, with red-painted fingers. The background is a warm, wooden wall.

THE LIGHT OF KNOWLEDGE

The magazine of the University of Hawai'i System

Volume 33 Number 1, January 2008

**Ethnic dance of
India and Iran**

Inside:
Testing bees
Living on Mars
Rethinking a library
Learning a language



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Fall semester milestones add celebratory feel to UH centennial

Aloha!

We marked the 35th anniversary of UH women's athletics in two important ways this fall. A dinner in August honored the late Congresswoman Patsy Mink for her work on Title IX legislation, later renamed the Patsy T. Mink Equal Opportunity in Education Act. Proceeds from the dinner, which featured Olympian Jackie Joyner-Kersey, created an endowed scholarship in Mink's name for women athletes. Donnis Thompson, Mānoa's first women's athletic director, was recognized with the unveiling of a sculpture in her likeness, created by alumna Jan-Michelle Sawyer, in the 'ewa concourse of the Stan Sheriff Center. Serving 1972–81, Dr. Thompson opened the door of opportunity for thousands of women to excel athletically and academically. The most recent examples are members of this year's Wahine soccer and volleyball teams, which each won Western Athletic Conference championships.



Our first cohort of Centennial Scholars entered UH this semester, and I'm sure the 400-strong group includes a number of students who will go on to make a difference just as did Congresswoman Mink and Dr. Thompson. The \$1,000 merit-based scholarship, renewable for up to four years, is designed to encourage Hawai'i's best high school graduates to attend college full-time at one of our campuses. Recipients graduated from a Hawai'i high school in 2007 with a GPA of 3.8 or SAT of 1800 (or combined ACT of 27) and attended a UH campus the following semester.

The exclamation point on the semester, and a centennial highlight, was provided by our 12–0 football team, selected to play in the Sugar Bowl. These remarkable scholar-athletes elevated the spirit of our community and brought people together in a rare and special way.

Building on the Centennial Campaign's launch last August, I've visited alumni and friends on the neighbor islands, U.S. mainland and in Asia, sharing these and other stories about the difference this university has made in people's lives and in our community over the past 100 years. You have been most receptive to my encouragement to invest in our philanthropic priorities to assure an even greater impact in UH's second century, and we're closing in on our campaign goal of \$250 million.

Mahalo nui loa,

David McClain

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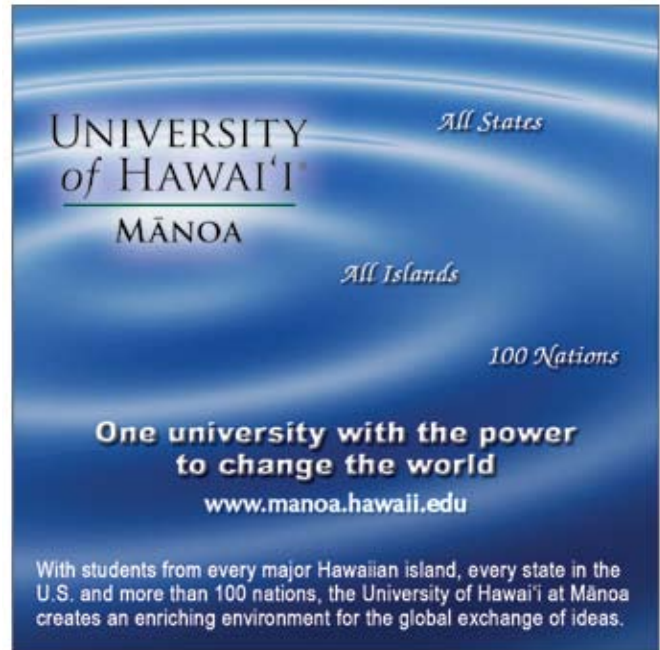
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On the cover: Born in Germany and trained in Sri Lanka, Sonja Sironen came to UH Mānoa to pursue her interest in traditional *bharatanatyam* from an academic perspective. Story on page 16.



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Exhibit features UH's Nobel winning namesake

Mānoa's Hamilton Library hosts *Re-discovering a Forgotten Treasure: The Georg von Bekesy Art Collection* in the first-floor bridge gallery during January and February. The Hungarian-born scientist won the 1961 Nobel Prize in Physiology for research on mechanisms of the inner ear. Five years later he joined the faculty at UH Mānoa, where the Pacific Biosciences Research Center's neurobiology laboratory is named in his honor. Ever the scientist, he used an analytic approach in selecting pieces for his extensive collection of paintings, statues and artifacts. Upon his death in 1972, the art objects were donated to the Nobel Foundation and about 3,000 art books came to the Mānoa libraries. Librarians Ted Kwok and Patricia Polansky curated the free, public exhibit—library hours at <http://library.manoa.hawaii.edu>; call 808 956-9932 or email uhmlibr@hawaii.edu to arrange group tours.

Career Connections kiosks unveiled

Use a new interactive tool to explore potential careers via website or dedicated kiosks. Developed by UH community college staff, Career Connections guides you through a self assessment to gauge your abilities and interests, and then identifies careers that relate to your strongest skills. Select a career area to learn about the skills and abilities required or view the more than 450 videos describing job activities and options. The Hot Careers feature describes 40 nontraditional and high-demand career areas and lists the community colleges where you can get training. Games add a fun way to explore careers, practice interviews or build networks. And when you're ready to start job hunting, Career Access provides tutorials on finding, applying and interviewing for jobs. Career Connections kiosks were unveiled at Honolulu CC's Norman Loui Conference Center Nov. 30 and are being installed on all UH community college campuses, or visit online at <http://careerconnections.hawaii.edu>.



Hilo singers Carnegie bound for *Requiem* performance

Sixteen members of UH Hilo's University Showcase Singers join musicians from across the country in New York City's Carnegie Hall Jan. 21 for a Martin Luther King Jr. Day performance of Karl Jenkins' *Requiem*. Last spring the group, led by UH Hilo Performing Arts Department Chair Ken Staton, participated in the Hilo premier of the Welsh composer's mass for the dead. The 2005 classical orchestration incorporates Japanese haiku and shakuhachi and hip-hop percussion with traditional Latin text.



Orange obake gets blue ribbon: Tropic Sunrise, a UH-bred anthurium grown by Green Point Nursery's Harold Tanouye, above, won the Society of American Florists 2007 Blue Ribbon for Outstanding Varieties. The flower was bred by a College of Tropical Agriculture and Human Resources team led by Professor Emeritus Haruyuki Kamemoto. CTAHR's 57-year-old anthurium research program, now led by Horticulturist Heidi Kuehnle, has released more than 40 new commercial varieties since 1963, helping develop the state's most lucrative cut-flower crop, valued at \$5.4 million in 2006. Photo by Eric Tanouye



Renewable energy: Olwen Huxley puts a lot of energy into her job—even swimming 2.4 miles, biking another 112 and running a 26.2-mile marathon in a single day. Before competing in the Oct. 13 Ironman World Championships, the junior specialist in UH Mānoa's Center for Smart Building and Community Design collected more than \$2,000 in pledges to the Campus Energy/Sustainability Fund. That would buy enough compact fluorescent light bulbs to save more than \$10,000 a year on UH's electricity bill, says Huxley. A triathlete since 2000, she completed the 2007 Big Island Ironman 294th overall with a time of 5:43:02.



So happy together

UH Mānoa alumni who met their sweethearts or future business partners on campus are invited to join Chancellor Virginia Hinshaw for a special Valentine's event. For information about the event or to share a match made in Mānoa, go to <http://centennial.hawaii.edu/valentines08.html>, call 808 956-6133 or e-mail UHohana@hawaii.edu.

Campuses and programs ranked and accredited

* Hawai'i CC, among the top 30 U.S. community colleges by *The Washington Monthly* magazine

* Mānoa's School Library Media graduate specialization, among the top 10 in the nation by *U.S. News & World Report*

* Shidler College of Business, among the top 20 undergraduate business schools by *U.S. News & World Report*

* Kapi'olani CC's Hospitality and Tourism Department, one of only 12 two-year colleges accredited by the Commission on Accreditation of Hospitality Management Programs; the department is one of only three in which all faculty are American Hotel and Lodging Association Certified Hospitality Educators

* Public Health Studies at Mānoa, maximum (seven-year) re-accreditation by the Council on Education for Public Health



Household resources for Hawai'i residents

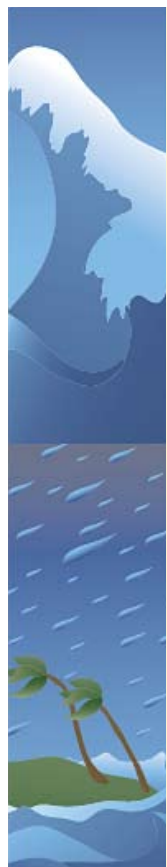
Two new UH resource guides are available to help Hawai'i households with healthy eating and natural hazard planning.

* The Hawai'i Foods website, <http://hawaiifoods.hawaii.edu>, provides calorie and nutrient content information for foods common to Hawai'i, including local favorites from bitter melon to sushi, along with an interactive personal diet assessment tool, recipes and other resources. The site was created by Mānoa's College of Tropical Agriculture and Human Resources and the Cancer Research Center of Hawai'i.

* *The Homeowner's Handbook to Prepare for Natural Hazards* provides detailed information on emergency preparedness and evacuation planning for tsunami, hurricane, earthquake or floods. Based on current science but presented in a simple, straightforward manner, the 98-page handbook is designed to dispel myths and help homeowners make informed decisions and implement simple, cost-effective measures. Download the free handbook or mail order a copy for \$5. Visit the Sea Grant College Program website, www.soest.hawaii.edu/SEAGRANT/index.php or call 808 956-7410.

Here's a list of 10 things you can do (details in the handbook):

1. Gather emergency supplies
2. Create disaster-specific evacuation plans
3. Apply property-specific interventions
4. Assess your house
5. Strengthen your home
6. Use the state's Loss Mitigation Grant
7. Obtain adequate home insurance
8. Explore hurricane insurance discounts
9. Make mitigation part of home improvement projects
10. Use qualified, licensed professionals





Hands-on architecture assignment assists Fiji villages

Eight architecture graduate students have embarked on a long-term class project to provide community buildings for the economically depressed Fijian island of Batiki. Working with Adjunct Associate Professor Marga Jann and former Fiji Minister of Housing Adi Asenaca Caucau, each student will design and oversee construction of a building—school, church, library or council hall—to serve the island’s 2,000 people. The students will visit the five-square-mile volcanic island’s three coastal villages in January on their own initiative and hope to complete design plans this spring. Villagers, primarily subsistence farmers and fishers, are raising money and the team is seeking international grants to cover construction, which is expected to take two years. For information contact mjann@hawaii.edu.



Hilo welcomes first future pharmacists

Ninety UH Hilo students received their white consultation coats and recited the Oath of a Pharmacist, pledging to serve all humankind, during a formal ceremony in Hilo in October. Dean John Pezzuto says members of the College of Pharmacy’s inaugural class, including Rovigel Gelviro, Dan Lupi, Adrienne Au and Wilson Nyasa, above, share solid academic backgrounds, strong commitment and positive attitudes. They are using borrowed biology and chemistry classrooms for now. Four modular buildings are being readied in University Park of Science and Technology to serve as temporary quarters until permanent facilities are built. Officials expect to field as many as 1,000 applications by the February deadline for the second class in the four-year doctor of pharmacy program. For information, call 808 443-5900 or email pharmacy@hawaii.edu.



Mānoa students honored

- * Minako McCarthy won the top student design award at the Association of Family and Consumer Sciences’ 2007 Art Design/Apparel and Textiles Juried Showcase and Exhibition. One of her dresses is modeled above.
- * Monte Watanabe was named one of the nation’s three most outstanding electrical or computer engineering students by Eta Kappa Nu honor society.
- * Mortar Board and Golden Key International honor societies won the Silver Torch and Project Excellence awards, respectively, for community service projects.

How now, no more cows

Cows long ago departed the grounds of the once-rural Mānoa campus; now they’re gone from the university’s North Shore facility as well. With disrepair at the Waiale‘e Livestock Research Farm mirroring the decline of Hawai‘i’s dairy industry, the College of Tropical Agriculture and Human Resources sold its last 20 cows, once used for dairy nutrition and reproduction research. Officials hope to continue research in partnership with private dairies while negotiating a move to a former Meadow Gold operation on state land in Waimānalo.

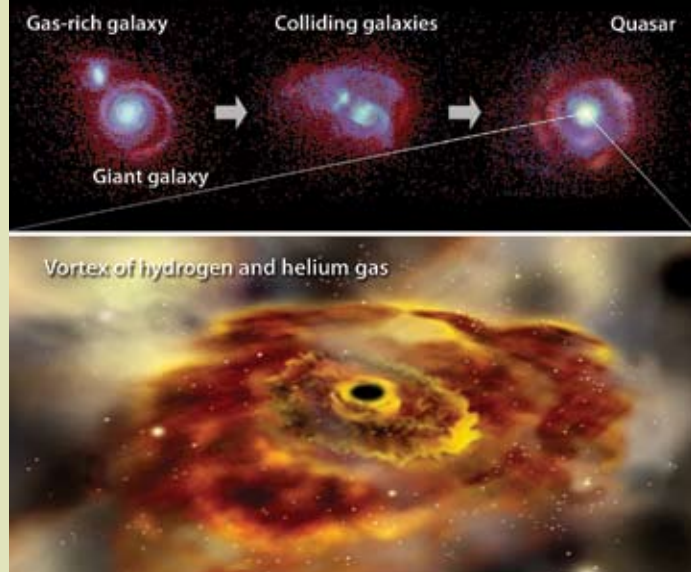


Disaster data improves two forecasting tools

Using data from tide gauges and deep-ocean pressure sensors, a team headed by Professor of Ocean and Resources Engineering Kwok Fai Cheung has developed a computer algorithm that calculates post-earthquake tsunami potential anywhere in the Pacific basin. Validated with tsunami data from five earthquakes near Alaska, Japan and Chile since 1964, the mathematical model has been incorporated into tsunami forecasting tools used by the National Oceanic and Atmospheric Administration and is being adapted by the Chilean Navy and the National Marine Environmental Forecasting Center of China for tsunami forecasting.

Mānoa meteorologist Steve Businger, above, and recent graduate Kirt Squires are using satellite, aircraft-based and long-range lightning sensor data from hurricanes Katrina and Rita to better understand the inner workings of hurricanes. Their analysis is slated for publication in the American Meteorological Society's *Monthly Weather Review* this month.

The intensity of lightning outbreaks near a hurricane's epicenter relates to the heat energy released in the storm's eyewall, where the most intense rain and powerful winds occur, but these interactions occur thousands of miles out to sea. The new PacNet sensor network's ability to pick up lightning's electromagnetic signal over water from a great distance could hold the key to improved hurricane forecasting, the researchers say.



Using data from Mauna Kea and Hubble Space telescopes, UH astronomers found that quasars glow as a gas-rich galaxy feeds the black hole at the center of a giant galaxy. Computer simulation of the galactic collision, top, by Joshua Barnes, University of Hawai'i; artist's conception of the gas vortex at the heart of a quasar by A. Simonnet, Sonoma State University

Study suggests PTSD less evident in older vets

Elderly veterans using Veterans Affairs primary care services report higher rates of combat exposure than their younger or middle-aged counterparts. Yet they exhibit the lowest rates of post-traumatic stress disorder and other psychiatric disorders. Among clinic users interviewed in a study by Hilo Professor of Psychology B. Christopher Frueh and mainland colleagues, those over 65 had significantly better mental health scores than 18–44 or 45–64 year olds. Previous studies of populations exposed to natural disasters or terrorist attacks also suggest that age may provide protection against PTSD and depression, the authors note in the August issue of the *American Journal of Geriatric Psychiatry*. However, longitudinal studies following a cohort over time are needed to rule out factors such as earlier mortality among those with psychiatric problems, increased healthcare options or reluctance to admit psychiatric symptoms among older veterans and different stressors or reduced support for younger veterans.

"Don't move" becomes moot for MRI

Magnetic resonance imaging is a highly useful diagnostic tool with a major practical drawback: patients must remain largely motionless for 5–10 minutes to achieve high quality scans—a difficult task for many, including children and individuals suffering from mental illness. Mānoa Professor of Medicine Thomas Ernst is working with collaborators at other institutions to develop an adaptive system that uses a camera-based tracking system to compensate for patient motion, ensuring high quality MRI scans even in uncooperative patients.

Hi'iaka epic translated in centennial edition

The Ho'oulu māhiehie version of the Hi'iaka story, the ancient saga of the goddess Pele and her younger sister Hi'iakaikapoliopole containing nearly 300 chants, was published as a series in the Hawaiian language newspaper *Ka Na'i Aupuni* in 1905–06. Mānoa Professor Puakea Nogelmeier has reproduced the text in modern Hawaiian orthography and provided an English translation that strives to preserve both the literal translation and the pacing, humor and drama of the original. Illustrated and designed in large-folio format, limited centennial editions of *Ka Mo'olelo o Hi'iakaikapoliopole*, are being offered by Awaiaulu Press. Information at www.awaiaulu.org.

Risks associated with alcohol, kava studied

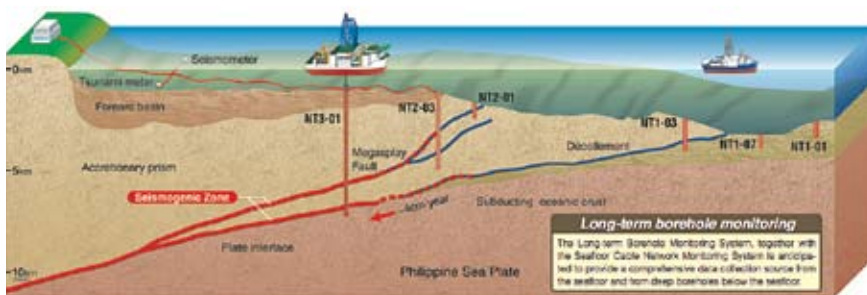
An average of two or more alcoholic drinks per day doubles the risk of cancer of the endometrium, the tissue lining the uterus, according to data from nearly 42,000 women from Hawai'i and Los Angeles enrolled in the Multiethnic Cohort Study. Alcohol consumption in any amount was associated with increased risk of breast cancer, notes Laurence Kolonel of UH's Cancer Research Center of Hawai'i, principal investigator for the cohort study.

In a John A. Burns School of Medicine study, kava consumption was associated with increased level of one liver enzyme associated with toxicity, according to a study reported in the June–August issue of *Clinical Toxicology*. Other enzymes associated with liver toxicity were unaffected, however, and the results do not signify liver damage, says Associate Professor of Complementary and Alternative Medicine Amy Brown, calling for additional research.

Light exposure affects embryo development

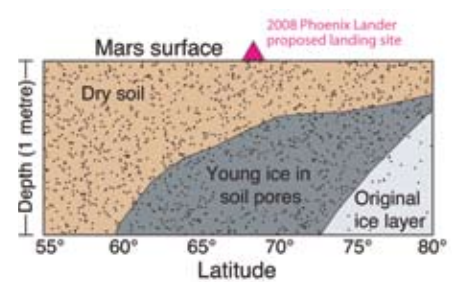
Exposure to light may affect the development of mammalian zygotes and early embryos, a new study by Institute for Biogenesis Research Emeritus Professor Ryuzo Yanagimachi and Japanese colleagues suggests. The scientists exposed mouse and hamster zygotes to cool white and warm white fluorescent lights. Zygotes exposed to the cool light typically used in laboratories produced more reactive oxygen species, small highly reactive molecules that can damage cell structures, and resulting embryos were less likely to develop to full term when transferred to surrogate mothers. The control group, shielded from light, was most successful.

Embryonic sensitivity to light varies by species, and working in a dark room with dim light may not be practical, the researchers note in the Aug. 20 *Proceedings of the National Academy of Sciences*. Still, efforts to optimize the success of in vitro fertilization procedures by simulating the in vivo environment as closely as possible should take light into consideration, using warm white fluorescent lighting and limiting exposure.



Fault's geometry linked to tsunami generation

An international team studying three-dimensional seismic images of a megasplay thrust system at the Nankai Trough south of central Honshu, Japan report that slip on the fault could have generated the devastating tsunami that struck Japan in 1944. Megasplay faults rise from the subduction boundary (where one tectonic plate slides beneath another) upward to the seafloor. Progressive steepening of the fault at Nankai increases the potential for vertical uplift of the seafloor when slip occurs, notes Mānoa Professor of Geology and Geophysics Gregory Moore and his colleagues in the Nov. 16 issue of *Science*. The megasplay geometry explains why subduction earthquakes on such faults often generate tsunamis. Moore is continuing his investigation of the splay fault system as part of the international Integrated Ocean Drilling Program, which is using the Japanese drill ship *Chikyu* to gather samples and place sensors.



Orbit and axis influence ice

Increased heating from the sun likely triggered the end to the last southern hemisphere ice age. Fossils from sediment and ice cores indicate that the Southern Ocean warmed well before the atmospheric carbon dioxide levels rose, Mānoa's Axel Timmermann and mainland colleagues report in the Oct. 19 issue of *Science*. Cyclical variation in Earth's orbit exposed Antarctica to increased sunlight and heat. Ice reflects sunlight, but as the sun melted Antarctic ice, the dark ocean absorbed more heat and began to release CO₂. The climate change scenario was previously indicated by Timmermann's computer modeling at the International Pacific Research Center. Meanwhile, a UH astrobiology researcher suggests that Mar's shifting axis accounts for a second kind of ice that explains the extent and shifting location of frozen subsurface water on the red planet. In addition to dust-covered remnants of Martian glaciation, water vapor diffused into the soil, forming ice in the pores as changes in the planet's tilt created variations in temperature and humidity level, the Institute for Astronomy's Norbert Schörghofer proposes in the Sept. 13 issue of *Nature*. Earth doesn't experience a Mars-like wobble thanks to the stabilizing effect of the Moon's orbit.

Don't worry, be healthy

Here's another reason to cope with stress: older men who used coping strategies, such as taking steps to solve their problems, had higher levels of high-density lipoproteins—the "good" cholesterol—than men who react with negative behavior, self-blame or social isolation, according to a study reported by Mānoa Associate Professor of Family and Consumer Science Loriena Yancura and colleagues to the American Psychological Association. The study involved 716 men in blue- and white-collar occupations who are part of the Normative Aging Study. Average age was 65.

UH professor part of simulated mission in the Arctic

Make it Mars

by Jennifer Crites

Canada's Devon Island is the largest uninhabited island in North America

and an arctic desert not far from the North Pole. For Kim Binsted, it might as well have been Mars. For four months, the UH Mānoa associate professor of information and computer science and six other researchers from the U.S. and Canada simulated a landing mission to the red planet at the Mars Society's Flashline Mars Arctic Research Station on Devon.

The landscape was white and the temperature below freezing when the sci-



Binsted got stuck in the mud, but survived four months living with six companions in "the hab," above

entists landed in a ski-shod Twin Otter plane on the edge of Haughton Crater, site of a 39-million-year-old meteorite crash. They prepared equipment, organized the two-story cylinder dubbed the hab that served as living quarters and laboratory and made a little time for fun. "We sledded down the sides of the crater," Binsted says. "It was a blast."

The May–August 2007 mission was "one long day," she says. The sun set just once, for a few minutes, just before the team left. After a daily 8 a.m. planning meeting, three crew members set out on snowmobiles—or ATVs once the snow had melted—to conduct field-science studies similar to those on an actual Mars mission. Wearing simulated space suits, two members of the away team searched for evidence of past and present life, took core samples from lakebeds and investigated Mars-like landforms including weeping cliffs, hydrothermal vent structures and small-channel networks. The third, carrying a rifle, acted as polar bear monitor.

"We didn't see any, just tracks," says a relieved Binsted. "I worried about it when I got stuck in the mud. It was like quicksand in the movies. It looks firm before you step on it but then it sucks you in." She was rescued by her companions but declared "sim-dead" since, in order to escape, she had to take off her pack and helmet.


Back at the hab there were reports to write and mental and physical tests—memory, reasoning, decision making,

group dynamics, reaction speed, heart rate—to take. "We collected data on everything we did," explains Binsted, the expedition's chief scientist. Some crew members wore a vest studded with electrocardiogram sensors to monitor their sleep cycles. For a month everyone switched to a Martian day, which is 39 minutes longer than a day on Earth. They also charted water use. "We got it down to 10 liters per person per day;

Binsted's blog and more on the four-month mission at www.fmars2007.org

the average American uses 200–300," says Binsted proudly. Each person got one blink-and-you-miss-it navy shower a week. "Our noses kind of shut down after the first two weeks," she admits.

The crew shared cooking duties. Binsted concocted pizzas, sweet-and-sour meatballs and curry from textured vegetable protein, and ice cream from condensed milk and snow. They unwound with exercise, DVDs, movies and video games. "We got along really well," says Binsted, who shared a mere 500 square feet of living space with her companions.

During their final days on Devon, the crew chatted with astronaut Clay Anderson aboard the International Space Station. Space, especially Mars, is where Binsted hopes to be one day for real. 

Jennifer Crites (AA '90 Windward, BA '92 UHWO) is a freelance writer/photographer in Honolulu

With transformation of a library and focus on preparation, campuses work to

Help Students Succeed

Goodbye bureaucratic circulation desk, hello friendly information concierge. Mānoa's Sinclair Library is undergoing a transformation to address the information, study and learning needs of 21st century college students. Beyond the physical changes—such as relocating journals to create a comfortable first-floor reading room and creating a commons area dedicated to group study—the effort involves expansion and integration of information services and academic assistance available to students.

“This initiative transforms the space in the library into places where students can actively learn in a comfortable, welcoming and convivial environment,” says Gregg Geary, head of Sinclair Library.

In addition to the traditional reference services and lending of library materials, the library offers classroom space and group study space, expanded computing facilities and wireless Internet access. Projects slated for early 2008 include video-conference rooms and a digital media studio. The library is open to students around the clock from noon Sundays through 7 p.m. Fridays. And get this: food is allowed throughout the first floor, and there is free coffee after 9:30 p.m. to help with the late night study sessions.

Central to the service-oriented initiative is creation of Sinclair's Student Success Center. The center offers a variety of online and in-person services plus referrals or on-site connections to other campus programs with the common goal of helping students gain the skills, knowledge and resources they need to succeed in college, Geary says. Services, which are detailed on the center's website, <http://gohere.manoa.hawaii.edu>, include—

- Ask-a-Librarian, with contact information for Sinclair departments and a live chat option to put real-time queries to librarians at Mānoa or other U.S. universities.
- On-demand sessions on using library databases, locating journal articles, evaluating and citing sources, finding



Gregg Geary, above, is rethinking Sinclair Library with new services and late-night coffee in a student friendly environment

government information sources and making better use of Internet search engines.

- Regularly scheduled hour-long sessions on study strategies and 90-minute workshops by appointment on crafting a research paper.
- The LILO (Library Information Literacy Online) tutorial on writing a research paper.
- Tutor Connection, providing referrals to department services and onsite appointments; opportunities to join ongoing study groups or create new ones; and even appointments for one-on-one assistance with assignments.

The Student Success Center is a collaborative effort, Geary stresses, brought about through the efforts of the library, Information Technology Services and various student service programs with support from the chancellor's office. “The center does not seek to duplicate services already offered by other units,” he says. “It basically triages the student's needs and then gets them plugged in to the appropriate resource on campus.” For example, students are directed to the Learning Assistance Center for academic services (some of which are offered right in the library), Career Services to develop job plans and writing workshops staffed by students from English and second language studies. During summer 2007, the library worked with Outreach College to present transition courses to help incoming freshmen and transfer students get familiar with campus and brush up on skills needed for college work. Under



Improvements include expanded group study space, wireless Internet access and help with research and writing skills

a grant secured by Associate Professor of English James Henry, English 100 students can work with graduate student mentors in the library to improve their writing skills.

With only word of mouth advertising since the Student Success Center opened last May, the number of students using Sinclair during evening hours has increased five-fold and grows each semester, Geary says. During finals, nearly every seat is filled. This spring, the center will market its services to faculty and students with postcards and brochures based on its service motto: Getting to YES whenever we can.

Customer service isn't a new concept to librarians, of course. Hamilton Library's Vicky Lebbin, a social sciences specialist, and Ross Christensen, a humanities specialist, recently revived a program that offers a class session on basic library research skills to any introductory English class. Like the Sinclair program, their efforts build on cross-campus partnerships and focus on new technologies with the goal of helping students succeed.

Across the UH System, other programs work to make college a successful experience. A few examples follow:

STAR advising

The STAR Advising Tool is an online auditing system that allows students to track their progress toward degrees. Built into the MyUH website portal, it allows students to see what their advisors and counselors see and check on how courses they've taken might fulfill degree requirements. Officials caution, however, that STAR shouldn't be considered a substitute for face-to-face meetings with major and academic advisors.

GEARing up

As its name suggests, Gaining Early Awareness and Readiness for Undergraduate Programs, or GEAR UP, reaches Hawai'i youth early, creating expectations that they can go to college and developing the skills needed to succeed once there. The federally funded statewide program administered by UH partners with low-income middle schools and provides grants to innovative programs. It encourages students to explore career options, prepare for college and navigate the admission process while helping parents find ways to pay the tuition bill (including information on the state's Hawai'i B Plus Scholarship Program for students who demonstrate financial need and maintain a 3.0 grade point average in rigorous high school courses).

Does it work? GEAR UP scholars who graduated in the high school class of 2006 beat the statewide average both for number of Board of Education diplomas (honors diploma) earned and percentage of students enrolling in college. Information at <http://gearup.hawaii.edu/index.asp>.

COMPASS brush-ups

Kapi'olani CC's Holomua Student Success Center offers basic skills and developmental instruction. Students entering school without prior college work take COMPASS placement exams. Those who are underprepared can use web-based COMPASS Brush-up from computers at home or in the center. After signing up through the Continuing Education Office, users can concentrate on mathematics or English skills at their own pace over a six-week period. The programs include test taking strategies and sample questions to familiarize students with the placement tests. Another workshop concentrates on study skills, and the Holomua center also offers tutoring and counseling support. Information at <http://kapiolani.hawaii.edu/object/holomua>.

The campus academic advising site, <http://kapiolani.hawaii.edu/page/advising>, provides additional advice and links to a list of special programs and even a guide defining frequently used college terms from academic standing to syllabus.

Kaua'i CC uses COMPASS Brush-up, following the Kapi'olani model. The campus's Learning Center and College Success Program also provides tutoring, peer assistance, focus labs and help with computer literacy. Information at <http://info.kauai.cc.hawaii.edu/resources/lc>.

National partnerships

The UH System is a partner in the National Association of System Heads' Access to Success initiative. The 19 participating university and college systems across the country represent 2 million students, about 12 percent of the nation's total and about a third of all low-income and minority undergraduates at four-year colleges. Recognizing that young people from these demographics lag behind others in both college-going and degree completion, the initiative's goal is to narrow the gap by at least half by 2015. Participating institutions will work to identify roadblocks that suppress retention, improve student success rates in introductory and developmental courses, re-examine and re-focus the ways financial aid resources are being used to assist target groups and work with K-12 institutions to ensure improvement in college preparatory classes.

In another national initiative, UH community colleges, the Office of Hawaiian Affairs and Kamehameha Schools are partnering in the Achieving the Dream: Community Colleges Count demonstration project. The initiative is helping 82 participating colleges in 15 states implement strategies to help students succeed and build a culture of evidence to identify effective practices, improve student success rates and close the achievement gaps. In addition to on-campus efforts, the initiative involves research, public engagement and public policy and emphasizes the use of data to drive change. ⑩

Replacing Textbooks with Tasks

A premier UH program brings new ideas to learning languages

by Tracy Matsushima



Keita Beni, Leon Potter and Antonia Lo demonstrate a task-based lesson

All things being equal, everyone develops a first language, observes Richard R. Day, chair of UH Mānoa's Department of Second Language Studies. "You do it through fun and play and you receive a lot of support," adds Associate Professor Lourdes Ortega. Parents and teachers help children learn, and there is continuity since the language is used all around them.

It's the second language that can be daunting. "You go from being very capable with your first language to having to cope with not being very

capable in the new language," Ortega says. Success requires motivation and persistence and a great deal of effort. Understanding and improving the process is what second language studies is all about.

Mānoa's Department of Second Language Studies (formerly English as a Second Language) is the first and largest such department at an American university. It is internationally recognized for the depth of its curriculum and the diverse expertise, professional activity and research productivity of its faculty. Competition to enter the graduate program is high,

with 80–90 applicants to fill 5 PhD slots each year.

"Everyone in second language studies looks at what's coming out of UH," says master's student Leon Potter. "We have the top of every field." The common misconception is that you are just learning to teach English, he adds. SLS looks at how second languages are learned, how they could be taught more effectively and what psychological and sociological factors influence their acquisition. That knowledge has a significant impact on proficiency assessment, program organization, teaching meth-

odologies and legal and social policy issues concerning language.

Learning by doing

Gone are the days of teaching solely from textbooks. “Instead of learning grammar, you learn by doing,” says Day. Instead of trying to teach an entire language, task-based language teaching focuses on the language needed to do certain tasks. A needs analysis determines what students want to do with the language, representative tasks are chosen and pedagogical methods developed accordingly. If nurses need to learn Spanish, programs could be developed to teach them to converse with patients and doctors and read charts and prescriptions.

“It is not just grammar,” Ortega says. “For example, international students need to go to the library and borrow materials. You need to consider what terminology is needed to converse with a librarian or to go online to find the desired text. There is language you need to know for the specific tasks that may not be in a language textbook.” A popular test is ordering pizza. Students have to understand how to call, where to look up the phone

number, what the topping options are and how to order. They phone in their order to an instructor. By doing the task and using the language, they begin learning the language, says Ortega. “Doing drives the learning.”

Mānoa’s SLS department hosted the Second International Conference on Task-Based Language Teaching in September. The two-year project coordinated by Professor John Norris culminated in 100 presentations and drew 250 participants from 22 countries.

Learning by reading

Day and Japanese Instructor Claire Hitosugi introduced another component into language learning—extensive reading. The practice had been around for a while but not used in Asian language programs. Students in a second-level Japanese course were instructed to select and read large quantities of books. The more they read, the greater the benefit. Students weren’t tested on the books, but were encouraged to write book reviews.

The instructors didn’t worry about strict grammatical translation. “It was okay for the students not to under-

stand every word. The goal was for a general understanding of the meaning of the book,” says Hitosugi, who earned her master’s in English as a second language at Mānoa. In the absence of graded readers or literary materials for students learning Japanese as a foreign language, they used children’s books. Hitosugi scoured book sales, got donations and even bought in her children’s books to build up the library.

“The started off with simple picture books and moved on from there,” she says. “This was the first time these students ever read an authentic book written for a Japanese audience.” A bonus was exposure to Japanese culture through the stories.

“Students were a little confused at first,” admits Day. “Intellectually they were in college but they were reading Japanese at a preschool level.” But the experience gave one student a chance to bond with her grandmother, Hitosugi says. “The grandmother spoke only Japanese, and they weren’t very close. When her grandmother recog-

Megan Terawaki, Max Benoit and Chelsey Villiger read to learn Japanese



nized the books she was reading they started to read them together.”

Learning by teaching

In another instance of learning by doing, Day took 10 master’s candidates to Ubon Rajathanee University in rural Thailand last summer to teach English to first-year college students. They conducted eight weeks of intensive instruction in writing, reading and speaking/listening.

“This was a practicum course; we were all there to get teaching experience,” Potter says. The Thai students had learned some English but few had exposure to foreigners. Only one of Day’s students spoke Thai. After a difficult first few days, the students quickly improved. Some planned lessons had to be altered, Potter says. “I was planning to teach my students about paragraphs during the first class. I had to go back and focus on sentences.”

Potter’s free-writing sessions were a success. He had students write for 10 minutes on an assigned topic without worrying about accuracy. To get the point across, he took away their erasers. It was hard for the students to let go of the need to be grammatically correct, but when he showed them their papers, they became excited about how much more they were writing, he recalls. “The first time they did the assignment, they produced 27 words on average. By the end they produced 80 words.”

The Mānoa students made an impact. Potter says a teacher who had their students at the next level was amazed. “She never heard the Thai students speaking English outside of class, but our student were telling jokes in English.” How can that not be success? 🍍

Tracy Matsushima (BA ’90 Mānoa) is an External Affairs and University Relations publications specialist

Learning in action: a second language studies alum shapes Kapi’olani’s English language program

After serving in the Peace Corps in the Philippines and teaching in Japan, Frank Noji returned to Hawai’i and taught in the University of Hawai’i Laboratory School. He earned his master’s in English as a second language and a professional diploma from Mānoa and helped set up an English program at Kanazawa Institute of Technology in Japan. He later joined Kapi’olani Community College, where he began overhauling the campus’ English for Speakers of Other Languages Program.

Since 1997 Noji has employed a content-based approach to develop English language skills. International and immigrant students enroll in the program to develop their proficiency in English to be able to take college-level courses.

There are approximately 400 students in ESOL every semester. Classes revolve around a theme, such as food, the environment, health and family. Each theme consists of readings, seminars, pod casts, films and a poster session.

“For example, during the semester with the food theme students read about food from various aspects—history, sociology, business, health, etc. They watched *My Big Fat Greek Wedding* and other movies where food is relevant,” explains Noji. Students then created a poster session on a topic and invited other ESOL classes to view and discuss their posters with them.

Studying only from textbooks doesn’t work, Noji says. “Grammar in isolation doesn’t support language use.”

Other UH English language programs are listed at right.

UH Mānoa

Hawaii English Language Program
808 956-6636
www.hawaii.edu/eslhelp
English Language Institute
808 956-8479, www.hawaii.edu/eli
New Intensive Courses in English
808 956-7753
www.nice.hawaii.edu/nice

UH Hilo

English Language Institute
808 933-8855
www.hilo.hawaii.edu/academics/eli

Hawai’i CC

Intensive English Program
808 933-0807
<http://iephawaii.com>

Honolulu CC

Honolulu English Language Academy
808 847-9804, <http://honolulu.hawaii.edu/international/hela.html>

Kapi’olani

English for Speakers of Other Languages, 808 734-9312
<http://kapiolani.hawaii.edu/object/esol.html>

Kaua’i CC

English Language Institute
808 245-8346

Leeward CC

English Language Institute
808 455-0570, select “ELI” under “International Students” at www.leeward.hawaii.edu

English as a Second Language
808 455-0429

Maui CC

Maui Language Institute
808 984-3499
www.maui-languageinstitute.com

Humble hive dwellers teach scientists a thing or two about learning

by Cheryl Ernst

Bee-lieve it or not



ored disks inside. Older, more experienced bees make, well, a beeline to the disks, where they complete tests requiring discrimination and memory—should they choose the yellow disk or blue?—to earn their sweet reward. One thing is clear to the scientists patiently documenting the bees' behavior on initial and subsequent visits: bees quickly learn to make the right choices.

"It is no longer heresy to say that learning in a bee may be similar to learning in a rat," says UH Mānoa psychologist and researcher Patricia Couvillon. That wasn't always so. For decades, psychologists interested in learning and memory studied the white rat as a model for vertebrates. Along the way they developed principles—how reward and punishment work, how factors influence learning, etc.—that were shown to hold true across a range of species. Still, the assumption was that invertebrates (insects, snails and the like) had diverged from the vertebrates so long ago (half a billion years) and have such small and loosely organized brains, that they couldn't possibly learn the same way.

The challenge with invertebrates is to find test subjects that have good sensory capabilities to distinguish rewards, an observable behavior to indicate their response and motivation for participating in the first place. During his two-year stint abroad as a Humboldt Prize scholar, M. E. "Jeff" Bitterman

Wait! Don't swat that bee; she may be on a scientific mission. If you're within five miles of the modest Pacific Biosciences Research Center on the upper reaches of the Mānoa campus, you're within the range of six hives of honeybees who are revising human assumptions about learning in invertebrates.

The bees are drawn to a window box on the second floor of the PBRC building, where the sugar water is far sweeter than nectar in floral foraging grounds. Younger workers may check out the enclosure before sampling the different col-

discovered the answer in honeybees. Widely studied in Germany for their role in agriculture, they exhibited the necessary traits for research on learning. A pioneer in the field, Bitterman introduced hives to Mānoa more than two decades ago, contracting with professional beekeepers to tend them and harvest the honey. Retired but still active, Bitterman continues to collaborate with Couvillon, his former graduate student.

The scientists retraced Ivan Pavlov's work on conditioned reflexes with an apian twist. Pavlov's 1903 treatise holds pretty much verbatim if you substitute bees for dogs, sugar water for meal, odors for bells and thrust tongues for drooling, Couvillon says. Bees, it turns out, will stick out their tongues when a drop of sugar water is touched to their antennae. Pair a peppermint scent with the sugar drop just a couple of times, and the bees will stick out their tongue at a whiff of peppermint alone. A British company is even conditioning bees to signal when they sniff explosives in luggage or on minefields, marketing them as cheaper to keep and quicker to train than dogs.

"Bees learn very quickly," Couvillon notes. Their two compound and three simple eyes afford good color vision; bees also sense smell, sound vibrations and magnetic field variations. UH Mānoa honors student Maile Cooke demonstrated that bees have working memory—the ability to temporarily retain information (e.g., the yellow disk has the sugar water) much as we remember the phone number we look up long enough to dial. On a sabbatical return to his alma mater, Hiroshima Shudo University Professor Akira Shishimi is finding that a bee's working memory lasts at least through a trip to the hive and back.

Bees can solve complex "if-then" problems that stymie human toddlers. For these studies, bees are presented with more variables and conditional situations. For example, if they see a triangle, then the sugar water is in the yellow disk, but if they see a circle, then the sugar water is in the peppermint-scented disk.

"The bees change their behavior in response to the environment. That's what learning is," Couvillon says. All animals have to learn to survive. Perhaps the key biological mechanism lies in something else animals have in common—the synapse, where neurotransmitters carry messages between cells. So maybe we shouldn't be

surprised that bees aren't so different when it comes to learning. Sequenced by the National Human Genome Research Institute, the social honeybee genome has more similarity to the human genome than any insect sequenced to date. Genetically speaking, we have more in common than not.

That may be the true lesson of the birds and the bees. 🐝



Lab Technician Scott Nikaido, Associate Professor Patricia Couvillon and undergraduate Amber Mira tend the hives that house psychology research subjects like the honeybee, below

Dealing with a mite-y problem

Scientists who use bees as research subjects have an interest in keeping their hives healthy. So when a mite-borne virus that deforms bees' wings showed up on O'ahu, Patricia Couvillon sought a solution that doesn't require mass exterminations or involve pesticides that could interfere with the bees' performance in learning experiments.

Couvillon uses the sugar shake method, periodically dusting the bees in her six hives with powdered sugar. Being scientists, her team keeps track of the number of mites that fall through a screen onto giant sticky traps, either unable to hang onto the sugar-coated bee hair or dislodged as the bees groom. "I think we saved one dying hive using this method," she says. "We're using this as a demonstration project, in service of our own work, but also as a community service to the beekeepers."

It's no trivial matter. The mites decimated feral bee populations in Florida and spread between the islands of New Zealand despite efforts to keep them at bay. O'ahu farmers depend on feral bees for crop pollination. And on the Big Island, honeybees are an important export industry, not for the honey, but for bee queens still certified as mite-free, which are sold to beekeepers and farmers who need healthy new hives to pollinate their crops.



Dance ethnology scholars experience diverse cultures with passion, scholarship and performance

A Tale of Two Sonjas

By Carol Egan



U H Mānoa's Department of Theatre and Dance points with pride to two of its graduate students. Ironically, both of the young women are named Sonja, and both have excelled in areas of dance ethnology not typically associated with Hawai'i—classical Indian and pre-revolution Iranian. Both taught and performed at Mānoa and in the Hawai'i community while pursuing their studies here.

"They are both wonderful students—each is a scholar/performer/teacher with an inquiring mind, strong work ethic and delightful sense of humor," says Professor of Dance Judy Van Zile.

The women attended a workshop for new dance ethnologists in Norway in 2005 and presented papers at a dance ethnography conference in England the following year. "The depth of their intellectual curiosity is astounding," says Gregg Lizenbery, departmental chair and director of dance. "Whether they are involved in a fundamentals of movement course, kinesiology or Laban Movement Analysis (a dance notation system), both women apply themselves thoroughly and make insightful discoveries."

Yet despite their shared name and similar traits, the two Sonjas traveled very different paths in life.

Sonja Hinz, at left and right, did field work in Tajikistan and Sonja Sironen, on the magazine cover, studied dance in Sri Lanka in their pursuit of ethnodance. Sironen will perform a *bharatanatyam* solo during the spring dance concert at Kennedy Theatre Feb. 29–Mar. 9. Information at www.hawaii.edu/kennedy or 808 956-7655

A journey to Sri Lanka

Sonja Sironen, born in Germany, originally planned to study the ancient Indian healing tradition of Ayurvedic medicine. During travels to Sri Lanka in 1992, she met a teacher of the classical Indian dance style *bharatanatyam*, and was challenged by the dancer's offer to teach her privately, provided she showed an aptitude for the style after a two-week trial period.

"At first I thought I could learn some dance then switch back to medicine," Sironen says. "The possibility to study one-on-one fascinated me. I thought I'd be able to learn on many levels." Not only did the training encompass Indian history and philosophy, it also required that she learn Sanskrit. The complex dance technique includes learning hundreds of specific hand gestures and numerous facial expressions, gaining control of balance and mastering very complex rhythmic patterns that are often accentuated by the soft stamping of bare feet decorated with several layers of ankle bells.

The depth of their intellectual curiosity is astounding

Five years after beginning her training, Sironen performed her *arangetram*. Originally a temple event, this solo performance is presented after several years of study and marks a student's debut as a dancer. Although well prepared as a performer by her teacher in Sri Lanka, Sironen felt she needed a more scholarly education. By chance she came to Hawai'i on vacation and met Van Zile, an internationally recognized dance ethnologist whose background in

bharatanatyam, as well as other Asian dance forms, attracted Sironen.

Sironen enrolled at Mānoa in 2002, completed her bachelor's degree and entered the master's program in dance ethnology. Following a four-month return to Sri Lanka and India for fieldwork, she is completing her thesis on the contemporary practice of the *arangetram* and has presented papers at conferences on the mainland and in France.

Dancing in Tajikistan

Sonja Hinz, a native of Bellingham, Wash., took some ballet as a child but found her real love for dance while a student at Evergreen College. "I started studying Indian dance and really liked it," she recalls. Her interest expanded to include Spanish, Middle Eastern, North African and Central Asian forms. She joined a flamenco dance ensemble and created a small company of her own in Bellingham. After receiving her undergraduate degree in anthropology from Western Washington University, she moved to Seattle and started another group, this time devoted to Iranian dance.

When she discovered an Iranian dance specialist in Los Angeles, Hinz trained in the dance style. Accompanied by complex rhythms, Iranian dance emphasizes fluid and articulate use of the shoulders, arms, hands and head. The feet, clad in soft shoes, do gentle pedaling up-down-up-down steps, either in place, spinning or traveling through space. The female dancer's costume often reaches to the feet making use of the legs less important than that of the upper body.

Hinz also learned about form from watching videos of 1970s Iranian television shows. Because dance was banned after the 1979 revolution in

Iran, Hinz says, "whoever is doing it now is reinterpreting pre-revolution dances by watching old television shows and films."

Her interest in the dance of Iran also exposed her to the Persian language, Farsi. Because Farsi is not taught at UH, she engaged a tutor who coached her for a year and a half and satisfied her language requirement by passing a rigorous exam through a telephone interview. Hinz put her language ability to work during two months of fieldwork in the mountainous eastern part of Tajikistan and four months in the country's capital, Dushanbe. While there, she was invited to perform on the local television station. Her trip diary and the TV video appear at www.sonjaandandy.blogspot.com.

Her thesis, completed in May 2007, is devoted to spirituality and sensuality in the dance of Tajikistan.

Hinz received a John Young Scholarship, and both have received support from the College of Arts and Sciences Advisory Council, the College of Arts and Humanities and the Graduate Student Organization. ⑤

Carol Egan is a retired UC Berkeley professor of dance and a Honolulu freelance writer and dance reviewer



Education by Charter

Experts are encouraged by an innovative school reform movement

by Paula Bender

Across Hawai'i, 28 charter schools with varying missions and educational methods provide their community with choices that complement the state Department of Education's traditional public schools. As public schools, they are tuition free and students are admitted on a space-available basis. Five DOE schools have converted to charter status; state law permits up to 22 more to opt for the increased educational, organizational and fiscal flexibility of operating under contract. Another 23 Hawai'i schools are start-up charters; more than half have a Hawaiian cultural focus and 5 are immersion schools, delivering instruction solely in the Hawaiian language (see list).

Much of the secret to a successful charter school is simple, says Keola Nakanishi, executive director of O'ahu's Hālaū Ku Mānoa school: "aloha; small classes; knowing your community, 'ohana and 'ōpio (youth) well; passion and innovation." But it also requires adequate resources, and Nakanishi is among those who say charters haven't received their fair share.

"The state has an opportunity to look at charter schools as a youngster who has started out on its own and needs some help," says Robert Fox, chair of University of Hawai'i at Hilo's Department of Physics and Astronomy and co-director of the University of Hawai'i Charter School Resource Center. "Most people in Hawai'i who are in a place of authority, such as those in the legislature and the executive branch, might benefit from taking the time to see what charter schools do, what they can do, what their strengths and weaknesses are and what they need."

In 2007 the legislature delegated authori-

zation and monitoring of charter schools to the Charter School Review Panel, whose members are appointed by the Board of Education. UH Hilo Professor of Education Nina Buchanan chairs the panel. She says it is a painstaking process to create policies and procedures that will allow Hawai'i's diverse charter schools to maximize their freedom while demonstrating accountability and academic success. Schools range in size from Kaua'i's 32-student Ke Kula Ni'ihau O Kekaha immersion school to the 694-student Myron B. Thompson Academy, which calls the Internet its campus and allows students to commute via school-issued laptop computer. Other schools include UH-affiliated laboratory schools (see profiles); West Hawai'i Explorations Academy, founded in 1994 in partnership with the Natural Energy Laboratory Hawai'i Authority as a school within Konawaena High School; and Honolulu's Voyager School, which touts itself as an incubator exploring methods of teaching, testing and learning.

"I have been working with the West Hawai'i Exploration Academy for a number of years developing a critical thinking assessment that we hope to validate," Buchanan says. Quantitatively, Hawai'i charters do not show a marked difference compared to standard DOE schools on standardized test scores. Buchanan isn't alone in suspecting that standardized tests don't measure skills such as oral communication, self-initiative and critical and creative thinking. "Many charter schools are working to measure more accurately what students know and can do, but it will take time" she says.

"In Hawai'i, charter schools have become a vehicle for Hawaiian culture-

or language-focused instruction" she adds. "They also present an opportunity for dedicated educators to create curricula to promote learning for a variety of students whose needs weren't being met in traditional schools. Hawai'i charter schools can be run locally using new administrative and governance structures that can target school resources and operate facilities more efficiently."

The review panel requires each charter school to evaluate and document its

Charter School Profile:

Mānoa's Education Laboratory School

Chartered in 2001 as The Education Laboratory: A Hawai'i New Century Public Charter School, the institution widely known as University Laboratory School has been part of the University of Hawai'i since 1931, when the Territorial Normal and Training School merged with UH, creating the College of Education. By 1948 the school was conducting classes for children grades K–12, and since 1966 it has served as laboratory for the university's Curriculum Research and Development Group.

Located across University Avenue from the main Mānoa campus, the school is a scatter of antiquated buildings with parched grounds but fertile minds. Its students, who mirror a cross section of Hawai'i's population, gain

programs and progress and resolve issues or concerns that could jeopardize its charter standing. Balancing the school mission with state and federal curriculum requirements—including No Child Left Behind directives—tests even the most successful charter schools. Kamuela charter school Kanu o ka ‘Āina’s most recent self-evaluation, covering 2004–2005, exudes Hawaiian pride. Although noting that seventh- and eighth-grade students fell below the average in standardized math tests, it reports that three of Kanu’s four 2005 graduates entered college. About one in four Native Hawaiians enrolls in college, compared to one in three residents statewide, and a large number drop out before earning a bachelor’s degree, the evaluation notes. “Fewer than 1 in 20 graduate students in Hawai‘i are of Hawaiian ancestry. This significant underrepresentation makes the acceptance of

a Kanu graduate into the master’s program in English language and literature at UH Mānoa a truly exhilarating event.”

“How much credence should the education system give to choice and sense of ownership and satisfaction?” Fox asks. When it comes to improvement, Hawai‘i is encumbered by its massive school system—the only statewide system in the country, he says. “There are parents who clearly take the view that they don’t have time to wait.” Adds Nakanishi: “It is easy to speculate that the more the mainstream schools are not performing, the more there will be motivation and demand for other options, but even if Hawaii mainstream schools were top of the line, charter schools would still be important, to allow space for innovation and community-based education.”

UH Mānoa’s Education Laboratory, arguably the charter in highest demand

among O‘ahu families, has history on its side. “We’ve had a 40-year experiment learning how to provide a high-quality, challenging curriculum in which all students succeed regardless of family income, perceived ability or ethnicity,” says Donald Young, director of the parent Curriculum Research and Development Group. “100 percent of our students graduate, 98 percent go on to some form of post-secondary education and the diverse student body consistently performs well on state achievement test scores.”

All charter schools are, more or less by definition, experimental and non-traditional. As a reform movement, experts say, they may not achieve full maturity nor yield high success rates until they’ve been in operation for 10, 15 or even 20 years.

Paula Bender (AA ‘91 Kapi‘olani, BA ‘94 Mānoa) is a freelance writer in Honolulu

friends they might never have encountered in their district school. “It’s a school not like any other school, yet like every school,” says CRDG Director Donald Young. “We strive to have a representative student body so that

we know that what we learn here will work well with students elsewhere in Hawai‘i.”

Students who would normally attend a DOE school come from their home communities to be educated

here, says Principal Frederick Birkett, who previously led Lanikai Charter School. “We are able to do more for these students because the environment is smaller and intimate. It has focus and purpose.” There are 10 children in each of grades K–5 and 52 students per grade in 6–12. All but 2 of the 49 seniors in the class of 2007 enrolled in college. Asked to rate the quality of instruction, the seniors gave above average scores with highest marks for English, music and art.

What happens in the school doesn’t stay in the school. “Through the Laboratory School, we have produced exemplary programs in science, math, social studies, English and other areas that are used in public and private schools in Hawai‘i, nationally and internationally,” Young says. “Our R&D activities impact teachers and students all over the world.”

— Paula Bender



Innovative curricula at UH Mānoa’s Education Laboratory include a kimono program



Hawaiian cultural focus is taught in the native language at UH Hilo's charter school

Charter School Profile:

Hilo's Ke Kula 'O Nāwahīokalani'ōpu'u

The University of Hawai'i at Hilo's Ka Haka O Ke'elikōlani School of Hawaiian Language runs the only laboratory school program in the U.S. taught through an indigenous language. The main charter school, Ke Kula 'O Nāwahīokalani'ōpu'u in Kea'au, is located at the site of a former private Christian academy purchased by the Office of Hawaiian Affairs for the nonprofit 'Aha Pūnana Leo to support development of Hawaiian medium education. 'Aha Pūnana Leo refurbished the dilapidated buildings with the kokua of parents; UH Hilo pays no rent.

"Hawai'i as a whole has the most developed program in teaching and revitalizing a Native American language," says William H. "Pila" Wilson, chair of Hawaiian language and Hawaiian studies at UH Hilo. "No other community in the U.S. has a program taught through a Native American language beyond grade 8, although there are a number who are planning to do so."

Founded in 1997, Nāwahī is three schools in one—a preschool run by 'Aha Pūnana Leo; a K–6 charter

immersion school called Nāwahī Iki or "small Nāwahī;" and "Nāwahī Nui" or "big Nāwahī," which teaches secondary students in Hawaiian under the administration of Hilo High. Nāwahī has 232 students and employs 21 K–12 teachers. Its mission is to secure "a school community built upon culturally rooted principles that reflect love of spirituality, love of family, love of language, love of knowledge, love of land, love of fellow man and love of all people."

Nāwahī has been, by all accounts, a resounding success. It boasts a 100 percent graduation rate since its first graduating class in 1999. Eight in 10 students go to college—and not just the UH system, Wilson says, answering critics of immersion who suggest that students taught in Hawaiian will lack the written English skills to matriculate and assimilate into other institutions of higher education. "We have students who have gone to Stanford, Loyola-Marymount, Seattle University and the University of Northern Arizona. A student who moved from Nāwahī to the mainland in grade 9 is now in a doctoral program at Oxford." [®]

—John Burnett

Hawai'i Charter Schools

Hawai'i

Connections, K–12, Hilo, 808 961-3664
www.connectionscharterschool.org

Hawai'i Academy of Arts and Science
K–12, Pāhoa, 808 965-3730

Innovations, 1–7, Kailua-Kona
808 327-6205, www.ipcs.info

Kanu o ka 'Āina, K–12*, Kamuela
808 887-8144, http://kanu.kalo.org

Ka 'Umeke Ka'eo, K–6*, Hilo, 808 933-3482

Ke Ana La'ahana, 7–12*, Hilo, 808 961-6228
www.edithkanakaolefoundation.org

Ke Kula 'o Nāwahīokalani'ōpu'u, K–6*
Kea'au, 808 982-4260, www.nawahi.org

Kua 'o Ka La, 6–12*, Pāhoa, 808 965-5098

Volcano School of Arts and Sciences, K–8
Volcano, 808 985-9800, www.volcanovillage.net

Waimea Middle, 6–8, Kamuela
808 887-6090 x225

Waters of Life, K–12, Kurtistown
808 966-6175, http://watersoflifepcs.k12.hi.us

West Hawai'i Explorations Academy, 7–12
Kailua-Kona, 808 327-4751, www.whea.net

Kaua'i

Kanuikaponi Learning Center, K–8*
Anahola, 808 822-9032, www.kanuikaponi.org

Ke Kula Ni'ihau o Kekaha Learning Center
K–12*, Kekaha, 808 337-0481

Kula Aupuni Ni'ihau A Kahelelani Aloha
K–12*, Makaweli, 808 337-2022

Maui

Kihei Public Charter School, K–12, Kihei
808 875-0700, www.kiheicharter.org

Moloka'i

Kualapu'u Elementary, K–6, Kualapu'u
808 567-6900, www.kualapuu.k12.hi.us

O'ahu

Education Laboratory, K–12, Mānoa
808 956-7833, www.hawaii.edu/crdg/labschool

Hakipu'u Learning Center, 7–12
Kāne'ohe, 808 235-9155

Hālau Kū Māna, 6–12*, Makiki
808 945-1600, www.halaikumana.org

Hālau Lōkahi, K–12*, Honolulu
808 832-3594, www.halaulokahi.org

Kamaile Elementary, K–6, Wai'anae, 808 697-7110

Ka Wai'hona o ka Na'auao, K–8*, Wai'anae
808 620-9030, www.kawaihonapcs.org

Ke Kula 'o Samuel M. Kamakau, K–12*
Kāne'ohe, 808 235-9175, http://kamakau.net

Lanikai Elementary, K–6, Kailua
808 266-7844, www.lanikaielementary.com

Myron B. Thompson Academy, K–12, Statewide
808 441-8000, www.thompsonacademy.org

Voyager, K–8, Honolulu
808 521-9770, www.voyagerschool.com

Wai'alae Elementary, K–5, Wai'alae
808 733-4880, http://waialae.edu

* Hawaiian focus, † immersion; Source: Hawai'i Charter School Administrative Office, www.hcsao.org/hcsao



Students prepare for the future
by documenting the past

Big Island Field Schools

by Jeela Ongley

Journalism students produce stories, law students hold mock trials and culinary students cook for the public. Students in anthropology, archeology, American studies and historic preservation also need their proving ground, but for these disciplines, it's all about field study. In summer 2007, two UH Mānoa-affiliated groups took advantage of the unique educational opportunities presented on the Big Island to engage students in legitimate research while offering intensive, hands-on training.

"For the first time they're actually doing things instead of just listening to how things are done," says William Chapman, director of the Historic Preservation Program in Mānoa's Department of American Studies. "You get to do the kind of things that you would do in professional practice. Anywhere in the world the same kinds of ideas apply. I think that's the main draw."

Chapman led students in the Historic Preservation Field School in cataloging historic buildings for the National Park Service in Hawai'i Volcanoes National Park. Running concurrently and overseen by Professor

of Anthropology Michael Graves, the National Science Foundation-funded Hawai'i Archeological Research Project took students into the windward valleys and gulches of North Kohala to record Hawaiian agricultural systems. The work done by students in each of the programs contributes to larger, multi-year, professional projects. With more than 35 years of collective experience leading field schools in Hawai'i, the instructors are committed to the programs as essential experiences for emerging professionals.

In an area of Hawai'i Volcanoes National Park off-limits to the general public, the small group of historic preservation students and instructors gather for the day's briefing. They'll be on-site again, making detailed notes about the cluster of buildings that comprises the Kilauea Military Camp. For visitors, the camp is just another military vacation facility, complete with well-appointed accommodations, a restaurant and a bowling alley. But this group is being trained to see the site with new eyes, beginning with the knowledge that some of the structures available as "cot-



Graduate assistant Jeff Trip points out architectural detail on a Kīlauea Military Camp structure. Detailed records help ensure appropriate maintenance efforts and support listing on the National Register of Historic Places. Previous page: Mānoa alumnus Mark Oxley and Lycoming College student Sabreina Slaughter assist in mapping agricultural lo'i in North Kohala. Map images from a report by Mark McCoy and Michael Graves (2007)

tages” were originally built as prisoners’ quarters and used to intern Japanese Americans during World War II.

At the camp the group breaks up to cover different buildings using the same evaluation form, a simple-looking checklist designed to collect and help systematize data. “It’s basically everything about the building,” explains graduate assistant Jeff Trip as he goes over the form. “So we’ll start with single house, part of a multi-dwelling lot, how many stories there are, style, foundation, walls.” A familiarity with architectural terms and building styles is essential to completing the task. From the construction of the foundation to the pitch of the roof, every external element is scrutinized and recorded.

For the National Park Service, having the most complete data on the structures within their boundaries is essential. The students take the data they collect in the field, round it out with additional information from the park archives and create files for each of the buildings. The immediate goal is to get the structures placed on the National Register of Historic Places, which may qualify the site for federal monies or add interest as a tourist attraction. Another, perhaps more substantive benefit is allowing caretakers to make informed decisions as they manage the site.

“When the maintenance people over here say, ‘this cottage needs to be fixed up,’ or ‘this one’s so bad, we need to do something else,’ they can look into the files and see ‘oh, that’s an important contributing structure in the district,’” Chapman explains while standing in front of a row of plantation-style buildings. “Or you look here and you know some of these doors are original doors and some

are more recent doors.” He points out an especially flimsy-looking modern addition. “And we can say in the files, well, we really prefer these doors. So we start to nudge the maintenance work to bring back the better qualities of the building.”

Since 1991, field schools have documented ‘Iole Mission Station and Hilo’s historic downtown district on Hawai‘i; surveyed Kalaupapa on Moloka‘i; and worked at Ewa Plantation, the Capitol District and various neighborhoods on O‘ahu. Students in the program gain practical knowledge about the layers of bureaucracy in which sites, such as the Kīlauea Military Camp, are sandwiched. “Here the military owns the buildings, but

the park service owns the land, so they have to be coordinated,” says Brendan Yockel, a graduate student in urban and regional planning who is doing his thesis work on the site. For Yockel, the entire field school was a crash course of sorts, but one that gave him a leg up in his research. “It’s been very practical, first we learned about the history of historic preservation, types of historic preservation, different legal issues that the park faces and the jurisdictions involved, stuff like that. But we’re also learning a lot about architecture, different features of buildings...I didn’t know anything about that before this.”

Originally from the Big Island, undergraduate Malia Evans-Mason is one of a growing number of Hawaiian students who seek to leverage academic training with the ability to protect culturally important sites. “It’s a political issue. Anything that has to do with the government, you have to learn how to work your way. What makes a site historic to some doesn’t necessarily make it historic to others and so you need to be knowledgeable about the laws and criteria to protect these places. That’s why I’m here, to learn what the process is.”

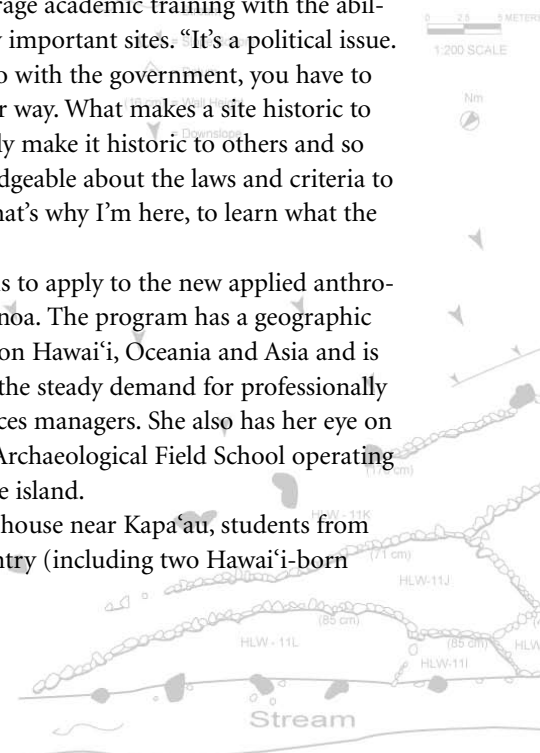
Evans-Mason plans to apply to the new applied anthropology program at Mānoa. The program has a geographic and cultural emphasis on Hawai‘i, Oceania and Asia and is intended to help meet the steady demand for professionally trained cultural resources managers. She also has her eye on attending the Hawai‘i Archaeological Field School operating on the north side of the island.

In a large country house near Kapa‘au, students from schools across the country (including two Hawai‘i-born

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William Chapman observes as his daughter assists historic preservation participants Brandon Yockel and Malia Evans-Mason, right, document a building at Volcanoes National Park.

participants) are finishing dinner in the company of noted professional archeologists. The work of the field school students, who earn a stipend for their participation, will generate about half of the data in a large-scale archaeological research project, and rubbing shoulders with involved experts is just another perk of the field school experience. After cleaning up the meal, the students settle in front of their laptops, maps and notes to continue work on their final course projects.

“We focus on students who might not otherwise come into science,” explains Graves. “Women, people of ethnic groups not well-represented in archaeology today, people with physical disabilities—we’ve been trying to give opportunities to a variety of students.”

The project that commands their attention this year is the mapping, measuring and dating of a long but not

The experience provides real skills for student continuing in research disciplines and appreciation for history in those who don’t

unbroken series of irrigated terraces, lo’i, on the wet windward side of the island, where no archeological work had previously been done. Rock walls stacked along-side Hālawā Stream are just a portion of the extensive agriculture system, which may have

grown the kalo (taro) that fed Kamehameha’s army, explains graduate assistant Mark Oxley while leading a short hike down to the site.

“The sugar plantations destroyed a lot of the archeology up on the surface, but I think we’re really lucky that the gulches have been fairly untouched,” he says, pointing out the surviving terrace walls and marveling at the skill of the builders. “This year we found sites that just blew us away. This site is comprised of 6 or 7 terraces, but a place called

Makapala has 113 terraces. Just huge, massive, intensive agriculture. Really amazing.” He’s calm but gleeful as he carefully navigates the stones that cross the river. “There are rumors that this is the most intense wetland lo’i agriculture that we’ve seen, anywhere in Hawai’i.”

Like historical preservation, archeology is a way to understand the history of a place, and the disciplines often overlap. “Archeology plays an important role in historic preservation because we have resources that often are very important, can be unique and may be endangered as well because of land development activities,” explains Graves, who has taught classroom portions of the historic preservation certificate. “These agricultural sites are places where regular people lived and farmed and spent their lives, and their history is important as well.”

Oxley says his participation as an undergraduate spurred his academic career. “Last year at the end of field study, I knew that archaeology was it for me,” he says. His mentor Graves considers field school experience an essential part of students’ decisions about whether to continue in anthropology or archaeology. At least three-fourths of the students won’t, he estimates. Yet even they find the field school experience valuable. “Field school is really the archetypal collaborative form of research. This is the way in which most science is done these days,” he says. “We’re teaching the skills that a physicist would use, a botanist would need, an engineer would employ.”

There’s another benefit, he adds. “Ideally what we’re teaching here, and what Bill is teaching in his field school in Volcanoes, is not only about the documentation of sites necessary for historic preservation compliance, but also a way of looking at resources that helps preserve them, that does the least amount of damage to them, as we gain information about them.”

Students interested in joining a field school should watch for announcements on the departments’ websites: www.anthropology.hawaii.edu and www.hawaii.edu/amst/historic.htm.

Jeela Ongley (BA ’97 Mānoa) is web content coordinator in External Affairs and University Relations and a master’s candidate in English at UH Mānoa

Homecoming 2008: A week of fellowship and pride



Patricia Middleton, Charly Kinoshita, Sue Miller and Michael Sato were among the nearly 170 golfers who participated in UHAA's Second Annual Tournament, banquet and prizes at Waialeale Golf Course Oct. 19.



Cheerleaders, including George McGuire, Pua Castagnetti and Kelvin Lam, joined Chancellor Virginia Hinshaw, coaches and alumni for spirited downtown lunchtime festivities in Honolulu's Tamarind Park on Oct. 24



Hawaiian musician Henry Kapono, left, took a break from performing at the UHAA Homecoming Block Party to greet his UH football teammate, Head Coach June Jones, right, and UHAA President Kevin Takamori. The Oct. 25 event was hosted by Murphy's Bar and Grill.



Among visitors to the sidelines on game day were former Rainbow Warriors linebackers, from left, Manny Desoto, Dexter Gomes and Danny Miller. The trio reunited on the field for the first time since playing together in the '70s.



Halftime host Billie V announces presentation of UHAA's Outstanding Community Service Award to booster group Koa Anuenue as UHAA President Ren Hirose, left, congratulates Koa Anuenue Vice Chair Donald Takaki and President Vince Baldemor.



Junior linebacker Adam Leonard autographs a ball for a young fan after the 50-13 win over New Mexico State Oct. 28. Rainbow Wahine swept New Mexico State and Louisiana Tech in homecoming weekend volleyball play and Wahine Soccer defeated Louisiana Tech on the road. All went on to win Western Athletic Conference championships.

UH 'Ohana

News from UHAA and affiliated alumni chapters

UHAA News

Among 10,000 UH fans in Las Vegas for the Warrior's 49-14 victory over UNLV Sept. 15 were Alexandra, 7, Melinda and David, 9, Huff, pictured with Mānoa Chancellor Virginia Hinshaw, in hat, at the pre-game tailgate. **UH Engineering Alumni Association** members



joined UH and UHAA leaders for a UH Athletics golf tournament, post-game Letterwinners Club celebration and UHAA brunch.

Save the date for the Distinguished Alumni Centennial Celebration May 22, honoring all previous awardees, and alumni reunion festivities. Watch <http://UHalumni.hawaii.edu> for details.

Chapter Activities

UHAA Las Vegas Chapter's Desert Lu'au fundraiser was



held at the home of UH Emeritus Professor Morton Fox and his wife Giselle, above in matching black aloha attire, on Oct. 14. Attendees included, from left, chapter vice president Phyllis Matsuda, UHAA Executive Director Kevin Takamori and chapter officers Susan (treasurer) and Ben (president) Racelis and Pat Gorsch (secretary).

Hawai'i Hospitality Hall of Fame inducted its first 25 honorees at the School of Travel Industry Management and TIM International's Celebrate a Legacy in Tourism dinner Nov. 20 at the Hawai'i Convention Center.

College of Education Alumni Association's Distinguished

Alumni Award was presented to Henry Ariyoshi at the college's 20th annual recognition dinner Oct. 23 in Honolulu. The college also recognized staffers Lyla Berg, Robert Witt and Carl Daeufer; Good Beginnings Alliance Executive Director Elisabeth Chun and The James and Abigail Campbell Foundation.

Shidler College of Business 2007 Hall of Honor Awards, sponsored by *Hawai'i Business*, featured leading Chinese high-tech entrepreneur Danny Lui and recognized the achievements of inductees Terri Fujii, William Johnson Jr. and Jean Rolles. Proceeds benefit the Shidler Alumni Association's endowed scholarship fund.

UH Letterwinners Club held its 2nd Annual Dinner Sept. 5 in Honolulu. More than 270 former athletes and guests attended, raising more than \$20,000 for the club's endowment.



LA/Southern California Chapter held its annual Summer Sendoff for new Hawai'i-bound students, pictured with president Jeff Rowe, far left, at Los Altos Plaza Park in Long Beach, Calif., offering a local-style potluck, Hawaiian games, hula and advice from Donovan Morimoto and Greg Princler.



Join the UH Alumni Association Go to UHalumni.hawaii.edu or use the form below

Name (indicate prior name if appropriate)		M/F	Birthdate	
Mailing address:	City	State	Zip	Country
Phone:	Home	Work	Fax	Email
UH Campus(es) attended		Degree(s) and graduation year(s)		
Spouse/significant other		UH Campus(es) attended		Degree and graduation year(s)
<input type="checkbox"/> New member <input type="checkbox"/> Renewal Designate chapter (complete list on back): _____				
Annual Membership: <input type="checkbox"/> \$50 Individual <input type="checkbox"/> \$60 Joint <input type="checkbox"/> \$25 Current Student <input type="checkbox"/> \$25 Recent Grad (within 5 years) <input type="checkbox"/> \$25 UH Faculty/Staff				
Life Membership: <input type="checkbox"/> \$750 Individual <input type="checkbox"/> \$1,000 Joint <input type="checkbox"/> \$175 Golden Scholar (Class of '57 and prior, or age 70+)				
Payment: <input type="checkbox"/> VISA <input type="checkbox"/> MasterCard <input type="checkbox"/> AmEx <input type="checkbox"/> Check or money order enclosed, payable to UHF/UHAA				
Credit card no.		Expiration date	Signature	
Return to: UHF/UHAA, 2440 Campus Road Box 307, Honolulu, HI 96822-2270 or fax 808 956-6380				

Rainbow Aikāne marks 30th anniversary and UH centennial

A report from member Herbert Kimura ('62 BS in civil engineering Mānoa)

Commemorating the UH centennial, Joyce Tsunoda presented a crystal glass trophy to UH President David McClain April 12 on behalf of the UH Rainbow Aikāne Club. In turn, McClain presented a plaque recognizing the Japan club's 30th anniversary and led participants in singing the UH Alma Mater during the Joyful UH Luncheon of the 21st Century in Tokyo in October.



In 1977 the first Rainbow Aikāne gathering included, front row from left, Satoru Tsunoda, Yoichi Arai, Thomas and Sumi McCabe, Kazuo Kawase; back row from left, Takao Yamamoto, Herbert Kimura, Hiroshi Masui, Yoshikazu Gojo, Akira Takizawa and the late Kenshin Morita

UH Rainbow Aikāne Club was established as UH Rainbow Club in 1977 when Sumi McCabe, then UH's foreign student advisor, visited Japan. A group of UH alumni gathered to host a dinner for her and her husband at Hotel New Japan in Tokyo, and the club was subsequently organized. The club grew fast and large among UH alumni in the Tokyo area. In 2000 a group of active senior members branched out to form UH Rainbow Aikāne Club so as to meet their lifestyle of developing and fostering friendship and mutual understanding, broadening knowledge and exchanging information for the benefit of our members.

Membership includes Tsunoda, retired UH senior vice president and chancellor for UH community colleges whose husband Peter was one of the early Japanese students advised by

McCabe, and Yoshiko Sakurai, a renowned Japanese journalist and UH Distinguished Alumna. The club promotes activities, including luncheon meetings and seasonal excursions, and demonstrates its loyalty to UH through social gatherings with UH executives who visit Japan. In 1996 it donated \$10,500 from a fundraising project, which featured a lecture by Sakurai. Another major event was the first annual meeting held in Honolulu in December 2003, which witnessed renewed friendship with university executives and old-time local friends at a dinner party and goodwill golf tournament.

The club is also helping younger UH alumni in Japan organize, but Aikāne members aren't ready to retire. At the 2007 gathering, they unanimously agreed to hold the next 30th anniversary luncheon in 2037 in Tokyo or Honolulu. Therefore, we must maintain good health to keep the promise!



Joining Wendy and President McClain, center, at the 2007 anniversary luncheon were Rainbow Aikāne founding members, from left, Akira Takizawa, Yoichi Arai, Herbert Kimura, Kazuo Kawase and Hiroshi Masui

Select one UHAA chapter affiliation at no charge with UHAA membership; \$15 for each additional chapter selected

UH Mānoa Chapters

Colleges of Arts and Sciences Alumni Association
College of Education Alumni Association
CTAHR Alumni Association
Department of English as a Second Language
Dental Hygiene Alumni Association
Engineering Alumni Association of UH
Alumni Association of the John A. Burns School of Medicine
Nursing Alumni Association
School of Architecture Alumni Association
School of Library and Information Sciences Alumni
School of Public Health Alumni Association
School of Social Work Alumni & Friends
Shidler College of Business Alumni Association
Travel Industry Management International, Inc.

William S. Richardson School of Law Alumni Association
Army ROTC Alumni Association
Ke Ānuenue Alumnae Association
UH Founders Alumni Association
Te Chih Sheh Alumni

Other Campus Chapters

Association of the Alumni & Friends of UH Hilo
Association of Kaua'i Community College Alumni
Hawai'i Community College Alumni Association & Friends
Honolulu Community College Alumni Association
Kapi'olani Community College Alumni & Friends Association
UH West O'ahu Alumni Association

Regional Chapters

UHAA-Colorado
UHAA-East (New York)
UHAA-Greater Midwest Region
UHAA-Hong Kong
UHAA-Korea
UHAA-Las Vegas/Southern Nevada
UHAA-Los Angeles/Orange County
UHAA-Maui Club
UHAA-National Capital Region
UHAA-Pacific Northwest
UHAA-San Diego
UHAA-San Francisco/Bay Area
UHAA/EWCA-Florida

Designate chapter(s) on alumni association application, page 25

Class Notes

Campuses: UH Mānoa, Hilo and West O'ahu; Hawai'i, Honolulu, Kapi'olani, Kaua'i, Leeward, Maui and Windward Community Colleges

1940s

Jane Komeiji (BA '47, MEd '71 Mānoa) was named esteemed educator by the Japanese Cultural Center of Hawai'i at the Celebration of Leadership and Achievement Dinner on Sept. 29.

Richard Kosaki (BA '49 Mānoa) was named esteemed educator by the Japanese Cultural Center of Hawai'i at the Celebration of Leadership and Achievement Dinner on Sept. 29.

Margaret Oda (BEd '47, EdD '77 Mānoa) was named esteemed educator by the Japanese Cultural Center of Hawai'i at the Celebration of Leadership and Achievement Dinner on Sept. 29.

1950s

Ben Kodama (BS '52 Mānoa) was honored with the Gold Medal of Achievement by the American Orchid Society in Arlington, Texas.

1960s

Chris Banner (BA '65 Mānoa) is a music technician at Kansas State University in Manhattan, Kan.

Peggy Cha (MA '69 Mānoa) is on the board of directors of the American Red Cross, Hawai'i State Chapter.

William R. Johnson (BBA '65 Mānoa), president and CEO of Johnson Machinery Co. in California, was named to the Shidler College of Business Hall of Honor.

John E. Peters (BBA '69 Mānoa), who serves as minister-counselor for commercial affairs at the American Embassy in Tokyo, was promoted to the class of career minister, the highest regular rank in the Senior Foreign Service. He also received a 2007 Presidential Rank Award for meritorious service.

1970s

Bruce Anderson (BA '74 Hilo, MEd '99 Mānoa) is a Hawai'i Department of Education complex area superintendent (Baldwin, Kekaulike and Maui complexes) on Maui.

William Arakaki (BEd '79 Mānoa) is a Hawai'i Department of Education complex area superintendent for Kaua'i.

Margaret Carter (MA '74 Mānoa) has a story, "Vanishing Village," in *Sword and Sorceress* 22, an anthology of fantasy tales published in November 2007.

Darwin Ching (JD '76 Mānoa) was named director of the Hawai'i Department of Labor and Industrial Relations.

Albert Dalia (MA '76, PhD '85 Mānoa) recently had his medieval Chinese historical fantasy novel published by a New York City literary press. He has 40 years of China studies and 20 years of fiction writing experience.

Joyce M. T. (Takaki)

Fujimori (BBA '78 Mānoa) is assistant vice president, large accounts manager, for the Underwriting Services Division of Island Insurance. She plans, directs and coordinates the underwriting process of large commercial accounts.

George Garties (BA '79 Mānoa) was named Illinois chief of bureau for The Associated Press.

Roy Kamida (BBA '76 Mānoa), Leeward CC professor of accounting, received UH's 2007 Hung Wo and Elizabeth Lau Ching Foundation Award for Faculty Service to the Community.

David Kemble (BA '72 Mānoa) is senior exhibit designer for Bishop Museum, where he works with a team of artisans to create three-dimensional, informational exhibits.

Norman Lee (BA '75 Mānoa) is senior property manager for Hawaiian Properties. He manages several community association projects and has more than 17 years experience.

Aida R. Martin (MEd '77, EdD '90 Mānoa) was named one of *Filipino Image Magazine's* 2007 Twenty Outstanding Filipinos Abroad.

Shigemasa Nakazawa (BA '72 Mānoa) has been cargo customer service manager, Japan, for Air Canada at Narita International Airport for 34 years and is also responsible for Nagoya and Osaka International Airports.

'Olelo Pa'a Faith Ogawa (AS '75 Leeward) was a special guest at Ho'okipa 2007, a benefit for the hospitality and culinary arts departments at Kapi'olani CC.

Alton Okinaka (BA '79 Mānoa) was appointed to serve on the Governor's East Hawai'i Community Advisory Council.

Jan Pang (BS '71 Mānoa) was named manager of the risk and safety program at Kuakini Health System in Hawai'i.

Carole Whang Schutter (BA '71 Mānoa), of Aspen, Colo., wrote the screenplay for *September Dawn*. The new independent movie dramatizes the Sept. 11, 1857 Mountain



Kathy Foley

World puppetry expert

UH degree: PhD in Asian theatre '79 Mānoa

Career: Professor of theatre arts

Birthplace: Waukegan, Ill.

Family: Husband, daughter and son

Hobbies: Work

Favorite puppet: The clown Dawala

UH theatrical highlight: Taking publicity photos in the Honolulu Zoo tortoise enclosure for the production of *Jeremy Jack*. "They were very accepting of the new turtle on the block."

Hitchhiking from England to India and then traveling around Asia, Kathy Foley found theatre blended with music, dance, festival and life in a way she'd never experienced. UH's Asian theatre program let her further explore the cultures and ideas she had encountered. At UC Santa Cruz, Foley teaches wayang golek purwa, the rod theatre of West Java involving a solo narrator-puppeteer and gamelan orchestra. "You get to play everyone: Rama and Sita and Hanuman and Ravana—the good the bad and the funny," says Foley. "It is an enormous stretch, great philosophy and fun for a performer."

This month Foley returns to Mānoa to give public lectures in conjunction with Kennedy Theatre's production of *A (Balinese) Tempest*, which blends Shakespeare's play with Balinese shadow puppets. (See www.hawaii.edu/kennedy.) She will speak on masks and puppets, the connection of the storyteller with the universe and Asian techniques in interpreting Shakespeare. "Shakespeare is an icon everybody knows," she says. "Effectively mixing the known and unknown and figuring out the amounts of musical and visual storytelling is challenging but exciting."

—Heidi Sakuma



Tony Liu

Iron Chef contestant

UH studies: '92-'94, Kapi'olani culinary program

Career: Executive chef, August Restaurant, New York City

High school: Kaiser

Favorite foods: Peaches, goat roti, oxtails

Desert island food pick: "Fish, salt... you're set, actually."

Morning shift: Dad on duty with year-old son

Pastimes: Fishing, snowboarding, travel

Current surf spot: New Jersey

Sixty-hour weeks in his West Village restaurant earned Tony Liu rave reviews and a chance to compete against his former foreman Mario Batali in the *Iron Chef* opah battle. He lost, but demonstrated his creative range on the hour-long TV show, producing poke, Tahitian-style poisson cru, bruschetta with preserved opah, souvlaki using the fish spines as skewers, silky Spanish pil-pil sauce and opah chowder.

It's a stretch from Liu's first restaurant job, in the kitchen at Korean plate lunch joint Doraji Restaurant and Fast Food. But he also worked at Roy's, the Lodge at Kō'e and 3660 On the Rise before graduating from the Culinary Institute of America and training at restaurants in New York and Spain. When he needs his local fix, he heads to one of New York's two L&L Hawaiian BBQs. He serves pan-European in his restaurant, but sometimes he's sly. "We'll make poke," he confides. "We'll change the name, call it something Italian."

—Augustine Downes

Post notes at www.UHalumni.hawaii.edu

Meadows massacre of 120 people in a wagon train passing through Utah Territory in what she calls the first act of religious terrorism in the United States.

Patrice Tanaka (BA '74 Mānoa), a UHAA distinguished alumna, is co-chair and chief creative officer of New York City-based CRT/tanaka, which recently earned top honors in the PR industry with a 2007 Silver Anvil Award and a Silver Anvil Award of Excellence from the Public Relations Society of America.

Ronald Terry (BA '76 Mānoa) was appointed administrator of the Hawai'i State Health Planning and Development Agency.

Alfred Teruya (BEd '70, PD '72 Mānoa) established the Master's of Accounting Endowed Scholarship Fund with his wife Jenny.

Sandy Tsukiyama de Oliveira (BA '75 Mānoa) and her group, Jazz Braz, recently presented musical offerings from Brazil in a concert at Hawai'i Public Radio's Atherton Performing Arts Studio.

Michael Tucker (BEd '73, PD '74 Mānoa) is deputy chief of the Honolulu Police Department.

Alan Wong (AS '79 Kapi'olani) received Best Restaurant honors from *Honolulu Advertiser* readers for the 12th year in a row.

Wesley K. Yamamoto (BBA '77 Mānoa) is branch manager of Wachovia Securities in Hawai'i.

Cora Yee (BFA '79 Mānoa) displayed new artwork in her first solo show at the Koa Gallery at Kapi'olani Community College.

1980s

Bruce Anderson (PhD '81 Mānoa) is president of Oceanic Institute, an affiliate of Hawai'i Pacific University.

Nelson Befitel (BA '88 Mānoa), former state labor director, joined ProService Hawai'i as corporate counsel.

Tammy Duckworth (BA '89 Mānoa), Illinois director of veteran affairs, was honored by the McKinley High School Foundation. As a major in the National Guard, she lost both legs and the use of her right arm when the helicopter she was piloting was shot down in Iraq in 2004.

Sister William Marie Eleneki (MEd '81 Mānoa) is president of St. Francis Healthcare Foundation, St. Francis Residential Care Community and its subsidiary, St. Francis Development Corp.

Tim Farr (BA '81 Mānoa) is senior consultant at Cliff Consulting. Since joining the Oakland firm in 1989, Tim's clients have included Wells Fargo Bank, Charles Schwab, U.S. Bank and Bank of America. He enjoys world travel.

Terri Fujii (BBA '84, MAcc '85 Mānoa), managing partner at Ernst & Young in Honolulu, was named to the Shidler College of Business Hall of Honor at Mānoa.

Blenn Fujimoto (BBA '80 Mānoa) is Central Pacific Bank vice chairman for the Hawai'i market.

Raenette S. Gee (BA '85 Mānoa) was named executive assistant on housing for the City and County of Honolulu.

Jennifer (Mills) Harney (BA '80 Mānoa) is senior research associate at The Joint Commission in Oak Brook Terrace, Ill. She holds a nursing degree from Saddleback College in California and bachelor's degree in information technology from DeVry and will complete her MSN in health systems management at Loyola University in Chicago in 2009.

Scott Higa (BA '86 Mānoa) has been a Hawai'i elevator mechanic at Otis Elevator for 16 years.

Mahina Eleneki Hugo (BA '89, MEd '04 Mānoa) was named head of school at La Pietra-Hawai'i School for Girls in Honolulu.

David Iha (MEd '80 Mānoa) received UH's 2007 Willard Wilson Award for Distinguished Service to the University.

Kitty Lagareta (BA '81 Mānoa) was named to the board of directors of the American Red Cross, Hawai'i State Chapter.

Darren Lee (BBA '86, MAcc '90 Mānoa) is senior tax manager at Nishihama & Kishida, CPAs.

Genevieve S. Gines (MPH '86, MD '98 Mānoa) is chief medical officer at Hawai'i Medical Center West.

Normand Lezy (BA '89, JD '94 Mānoa), partner at Honolulu law firm Leong Kunihiro Leong & Lezy, was appointed to the Hawai'i Land Use Commission.

Stuart Matsuda (BBA '86 Mānoa) established the Todd Kiyo Matsuda Endowed Scholarship at Mānoa's Shidler College of Business in honor of his younger brother, who died in 1980.

Cliff Miyake (BBA '81 Mānoa) is vice president and general manager for Time Warner Telecom.

James B. Nicholson (JD '86 Mānoa) chairs the Hawai'i Labor Relations Board.

Danny Ojiri (AAT '80 Honolulu) is vice president of Japan sales for Outrigger Enterprises Group. He joined Outrigger in 1998 as director of Japan sales.

Jenny Teruya (BBA '84, MAcc '86 Mānoa) established the Master's of Accounting Endowed Scholarship Fund with her husband, Alfred.

Teri Ushijima (BEd '85, MLISC '90 Mānoa) is Hawai'i Department of Education complex area superintendent for Aiea, Moanalua and Radford on O'ahu.



1990s

Jay C. Alcisto (MSW '97 Mānoa) is a captain in the United States Army Reserves. He recently completed a 15-month deployment in Baghdad, Iraq, where he was officer-in-charge of a combat stress prevention team. He is now a social worker with the Department of Veterans Affairs, Pacific Islands Healthcare System.



Ryan Arakaki (AAT '97 Kapi'olani, BBA '99 Mānoa) is marketing manager at Kelly-Moore Paint Co. in San Carlos, Calif.

Kristy Au (BBA '98 Mānoa), of Mililani, was promoted to senior tax manager at Honolulu accounting firm Nishihama & Kishida.



Paula Bender (BA '94 Mānoa) is account executive/editorial director for The Limtiaco Co. She strategizes editorial direction for client materials and oversees media relations and business-to-business account service.



William Bethel (AAT '95 Honolulu) is director of Japan sales for Outrigger Enterprises Group. In 2002, he joined Outrigger as Japan sales manager.

Charles Albert Manu'aikohana Boyd (BA '97 Mānoa) is cultural director at the Royal Hawaiian Shopping Center/The Festival Companies.

Joseph Campos II (BA '92, MA '93, PhD '05 Mānoa) recently had his book, *The State and Terrorism*, published by Ashgate Publishing. Campos has served in a variety of UH staff, administrative and teaching positions on the Mānoa and Kapi'olani campuses.

Jodi Endo Chai (BA '93 Mānoa) is communication officer for Hawai'i Government Employees Association, responsible for marketing, advertising and external and internal communications.



Kyle Chock (BEd '95, MPA '99 Mānoa), director of The Pacific Resource Partnership, was appointed to the Hawai'i Land Use Commission.

Tim Clark (MBA '97 Mānoa) had his book, *The Swordless Samurai: Leadership Wisdom of Japan's Sixteenth Century Legend-Toyotomi*

Hideyoshi, published by St. Martin's Press. Toyotomi Hideyoshi was the first Japanese peasant ever to rise to supreme political power.

Jai Cunningham (BA '91 Mānoa) co-anchors KHON2 Hawai'i News at Five.

Daniel Hamada (MED '94 Mānoa) was named assistant superintendent for the Hawai'i Department of Education Office of Curriculum, Instruction and Student Support.

Donnalyn Kalei (AS '94, AAT '94 Hawai'i; BA '96 Hilo), Honolulu CC administration of justice instructor, received UH's 2007 Hung Wo and Elizabeth Lau Ching Foundation Award for Faculty Service to the Community.

Kendric Kimizuka (BBA '91, BBA '93 Mānoa) was promoted to head golf professional at Kā'anapali Golf Courses in Lahaina, Maui.

Garret Kojima (BFA '95 Mānoa) is a graphic designer for Crazy Shirts.

Rindraty Celes Limtiaco (BA '90 Mānoa) is publisher of *Pacific Daily News* in Guam. She is the first native Chamorro to lead the daily paper, where she was previously executive editor.

Ryan Loo (AS '98, Kapi'olani, BA '05 Mānoa) is executive sous-chef of the Hanohano Room at the Sheraton Waikīkī.

Donna Matsumoto (BA '90, MA '92, MA '99 Mānoa), Leeward CC assistant professor of English, received UH's 2007 Frances Davis Award for Excellence in Undergraduate Teaching.

Tricia M. Miyashiro (BA '92 Mānoa) is assistant vice president, surety manager, for the Underwriting Services Division of Island Insurance. She reviews, analyzes, underwrites and manages the company's commercial surety book of business.



Joseph Padua (BA '90 Mānoa) is director of finance and administration for the Hawai'i Opera Theatre.

Resti Paguirigan (MS '97 Mānoa) is a public safety specialist at Hawaiian Electric Co.

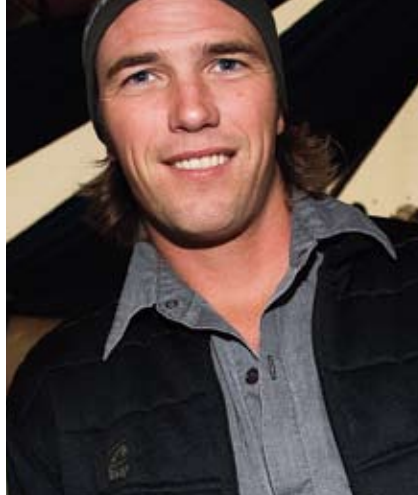
Mikio Sato (BBA '98 Mānoa) is chief financial officer and treasurer at Prudential Locations.

Yida Wang (MFA '94 Mānoa), Mānoa associate professor of art, received UH's 2007 Frances Davis Award for Excellence in Undergraduate Teaching.

2000s

Linda Chiem (BA '06, BA '06 Mānoa) joined *Pacific Business News* as reporter, covering healthcare, labor and legal issues.

Ian Clagstone (BBA '07, BBA '07 Mānoa) is leasing associate for the Pacific Rim Division at PM Realty Group.



Jace Panebianco

Windsurfing filmmaker

UH degree: AA in liberal arts '04 Maui

Home: North Shore, Maui (of course)

First anniversary: Jan. 15 with wife Amber

Career: Professional windsurfer, filmmaker, photographer, writer

Interesting fact: He's a fraternal twin

Website: www.poorboyz windsurfing.com

Growing up windsurfing around New York's South Hampton Bay, Jace Panebianco harnessed balance and wind power, got his first taste of speed and was quickly addicted to the adventure, excitement and freedom the sport provides. He's been strapped-in ever since. Moving to Maui at 19, he landed a windsurfer's dream job—riding state-of-the-art windsurfers on the island's North Shore as an equipment tester for *Windsurfer* magazine. He turned pro and traveled the globe, earning an international top-30 free-style windsurfer ranking.

Passionate about pushing the limits and seeing what's possible, Panebianco is known as an inventor of three radical windsurfing jumps (Crazy Pete, Bootleg and the Gutterflip) and for his creative eye in capturing windsurfers on video and film. He teamed up with filmmaker Johnny DeCesare to produce a defining windsurfing film that would attract and excite a new audience. Since *The Windsurfing Movie* premiered before 3,000 moviegoers at the Maui Film Festival last May, Panebianco has been riding a fast-moving wave of promotion. With a new film in the pike, he's powered-up and ready to blast down the face of his next adventure. "Whatever it is, I'll make it a graceful transition," he promises.

—Cheryl Ambrozic



John Clark

Always writing

Hobbies: Surf and paipo boarding

UH degrees: AS in fire science '75 Honolulu; BA in Hawaiian studies '76, MPA '94 Mānoa

Family: Wife Julie Ushio, children Jason, Koji and Sachi

Genealogy: Fifth-generation descendant of Hawaiian chieftess Mary Kahoolimoku and Irish sea captain William Carey Lane

Memorable rescue: Senior woman from a burning 25th floor apartment

Community roles: historical society president, school surf coach certification instructor, ocean sports event organizer, planning consultant

Top beach safety tip: Talk to lifeguards and other beach goers. "It's essential to find out what's happening generally and on the actual day you're going."

Writing has always been part of John Clark's busy life. The Army veteran and former lifeguard joined the Honolulu Fire Department, retiring as deputy chief in 2005. Publishing the *Beaches of Hawai'i* series with UH Press "has taken me to all eight Hawaiian islands and given me the opportunity to interview hundreds of our kūpuna," he says.

Clark's most recent book, *Guardian of the Sea: Jizo in Hawai'i*, explores statues of the Buddhist deity erected by Japanese fishermen. His interest was piqued in 1972 when he found the Umi Mamori Jizo at Bamboo Ridge. He later found similar statues on O'ahu's North Shore and a Hawaiian fishing god at a Buddhist temple in Kona. Current projects include revising the Maui beaches book and compiling coastal field trip sites for teachers. He's also researching the history of Waikiki and surfing.

Mail notes to Mālamalama, 2444 Dole St, Honolulu, HI 96822

Susan Dixon (MA '00 Mānoa), a Mānoa graduate assistant, received UH's 2007 Frances Davis Award for Excellence in Undergraduate Teaching.

Kalikoliha Hannahs (BA '04, BBA '04, JD '07 Mānoa) is among the first to receive Mānoa's new Pacific Asian Legal Studies Certificate with a specialty in Native Hawaiian law.

Serette Kaminski (BS '04, BA '04 Hilo) joined the Peace Corps. She will live with a host family in Niger during her first three months.

Malina Koani-Guzman (JD '07 Mānoa) is among the first to receive the new Pacific Asian Legal Studies Certificate with a specialty in Native Hawaiian law.

Davin Kubota (MA '01 Mānoa), Kapi'olani CC instructor of language, linguistics and literature, received UH's 2007 Frances Davis Award for Excellence in Undergraduate Teaching.

Evan Leong (MBA '05 Mānoa) received Hawai'i Pacific University's Young Alumni Award. He recently launched the television show *Greater Good* on KGMB-9 in Honolulu and co-authored *The Greater Good: Life Lessons from Hawai'i's Leaders* with his wife Kari.

Jocelyn Macadangang-Doane (BBA '02, JD '07 Mānoa) is among the first to receive Mānoa's new Pacific Asian Legal Studies Certificate with a specialty in Native Hawaiian law.

Holly Matsuda (MAcc '03 Mānoa) joined Heidi & Cooke as contractor administrator.

Jonathan Mosqueda (BA '06 West O'ahu) is a property manager for Hawaiian Properties. He will plan, organize and provide leadership for several condominium associations.

Raymond W. O'Donnell (BA '03 Mānoa), an Army captain, was seriously injured in Afghanistan in late August. Now recuperating from a crushed pelvis and nerve damage to his left leg at Brooke Army Medical Center in San Antonio, he faces at least a year of rehabilitation. On Sept. 27, in a simple hospital-room ceremony, Raymond married college sweetheart **Kellie Mikami** (BA '03 Mānoa). Despite his injuries, he has asked to remain on active duty.

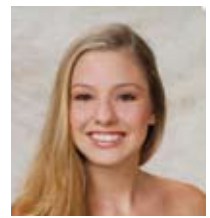
Keriann Osada (MBA '01 Mānoa) created *Building Blocks for Tots*, a half-hour, locally produced TV show on KHON in Honolulu.

Clea Saldania-Rountree (AS '04 Kapi'olani) is a model and actress. She has been in catalogs, magazines and international photo shoots for Minolta and Japan Airlines; did an MTV video and appeared on *Lost*, *Beyond the Break* and

You, Me and Dupree. She recently finished filming of *Forgetting Sarah Marshall* for Universal Pictures and appears in the 2008 Island Heritage Beautiful Women of Hawai'i Calendar.

Monte Watanabe (BS/BA '07 Mānoa) received honorable mention in the 2006-07 Eta Kappa Nu Alton B. Zerber and Carl T. Koerner Outstanding Electrical or Computer Engineering Student Award.

Jennifer Zelko (BA '00 Hilo) was appointed to the Governor's East Hawai'i Community Advisory Council.



In Memory

Dorothy Frances Hurd-Buxton (BA '32 Mānoa) died Aug. 20 at Alameda Hospital. Quiet and unassuming, she was a popular neighbor, inveterate walker, world traveler and expert on the history of San Francisco's East Bay. Kind and quick witted, she was an animal lover and advocate for organizations working to preserve native environments.

Ah Jook "Jookie" Ku (BA '33, PD '34 Mānoa), a pioneering Asian-American journalist and long-time media champion, died Aug. 6 in Honolulu. During World War II, she became the first Asian American reporter for The Associated Press and was the first Asian American female writer to work for the *Honolulu Star-Bulletin*.

Eduardo Enabore Malapit (BA '55 Mānoa), former Kaua'i mayor and the first U.S. mayor of Filipino ancestry, died Aug. 27 at Wilcox Memorial Hospital. A tireless public servant, he developed numerous parks, neighborhood centers, sports facilities, fire and police stations, refuse transfer stations and sewer treatment plants on Kaua'i.

Donald L. Plucknett (PhD '61 Mānoa) died Sept. 3 in Falls Church, Va. A College of Tropical Agriculture and Human Resources Outstanding Alumni Awardee and CTAHR faculty member for 25 years, he earned an international reputation in managing tropical soil and weeds. He worked for the U.S. Agency for International Development and the World Food Bank. In addition to hundreds of academic books and papers, he published poetry drawing on his boyhood in rural Nebraska.

Marie-Louise (Maria) von Horn (MPH '91 Mānoa) died Aug. 4. She documented healthcare needs of Guatemalan refugees in Chiapas, Mexico, in the early 1990s; helped establish an AIDS control program in Zambia; and advocated children's rights as a UNICEF staff member in Uganda and Jamaica, 1997-2003. She developed the community component of the World Health Organization's Integrated Management of Childhood Illnesses and implemented global birth registration using existing government systems.





Sports information staffers provide the stats to media and the public

For Your Information

by Brendan Sagara

If you knew Colt Brennan's 416 first-half yards against Northern Colorado this season set an NCAA record... If you heard Dave Shoji's Wahine Volleyball team won 114 consecutive conference matches before falling to New Mexico State last season, then they did their job. Away from the bright lights illuminating field or floor, scribbling on a notepad or researching records, UH's Sports Media Relations team keeps a lower profile than a fourth string punter. Yet they are vital to the public image of the intercollegiate programs, providing just about every record or side note heard on a UH sports broadcast.

"Our primary role is to serve as the department's liaison to the media," says new Sports Media Relations Director Derek Inouchi, "making players and coaches available for interviews and press conferences and making sure everyone has the most current information and statistics on our programs."

"The department has really grown a lot," observes veteran *Honolulu Star-Bulletin* sports-writer Cindy Luis. "The university wants a top notch program and wants to take itself to the next level. A big part of that growth is keeping the media involved. The sports information department is extremely important, and they do a very good job."

Technology has transformed the industry, and Inouchi's team must keep pace. The website gets 13,000–21,000 visitors each day. "Not only do we serve the media, we have in effect become a member of it," Inouchi says. Not limited to daily papers and the evening news, fans, recruits and reporters can visit www.hawaiiathletics.hawaii.edu to read stories, check stats, download video and see pictures of athletes.

Veterans Derek Inouchi, right, and Markus Owens share football duties as part of Mānoa's six-member sports media relations team

Assistant Director Markus Owens recalls the changes since he joined the department in 1992: "When I first came aboard we had something called a telecopier. It was like a fax, but the document had to be rolled around a cylinder to be sent. The thing was, the person you were sending it to had to be waiting on the other end with their machine to receive it. Our boss, Ed Inouye, would come back from football games and wait past midnight so the guy in Kansas City could get to work in the morning and turn on his machine."

Technology helps Kelly Leong, point man for all 13 UH Hilo Vulcan sports programs. Phoning from a road trip with the soccer team, he explains: "Thanks to the Internet, email and cell phones, I am sitting in Oakland having dinner, doing this interview. I can send out a game story and update stats right from here. That's invaluable considering all the teams I need to cover."

Duties start hours before each game and last long after. "With the hours we put in and the amount of work this job demands, you really have to enjoy what you do," says Inouchi, who is also responsible for the office budget, a staff of five and student employees. The 1996 Mānoa graduate has been primary media contact for eight sports over the past 10 years. Becoming director last fall is a dream come true, he says. "First and foremost, I am a UH sports fan...have been all my life. I will always remember the first time we beat BYU in football; the whole stadium was rocking from kickoff to the final whistle. What a 'chicken skin' moment." 🏈

Brendan Sagara (BBA '97 Hilo) is a Honolulu freelance writer and former sports media relations staffer



Hanapēpē, 2002
Bronze and basaltic rock
15 in. diameter

In addition to works, like *Hanapēpē*, inspired by Kauaʻi landscape, Ralph Kouchi's sculptures include *Just Passing Through*, commissioned by the State Foundation on Culture and the Arts for Honolulu Community College, and a giant stainless steel mousetrap in the Hawaiʻi State Art Museum collection.

Artist and technician, Kouchi holds degrees in machine technology and industrial education from Honolulu Community College and fine arts from UH Mānoa. He has served on the Kauaʻi Community College faculty since 1977, winning national recognition for work on the school's solar car and university honors for his work with disadvantaged high school students and campus construction projects.

*That which we can do at anytime
is rarely done at all.*

What Important Things Have You Been Putting Off?



GOALS

- ☐ Have you always wanted to help a promising student by creating a scholarship like the one you received?
- ☐ Have you had a chance to thank and honor that inspirational professor who ignited your passion for learning, a passion that is still with you today?
- ☐ Wouldn't it be wonderful to have that special classroom where you met your sweetheart named after your family?

This New Year Make Your Resolutions a Reality

1. Create a scholarship now
2. Pledge to endow a professorship
3. Include UH Foundation in your Will to modernize a classroom



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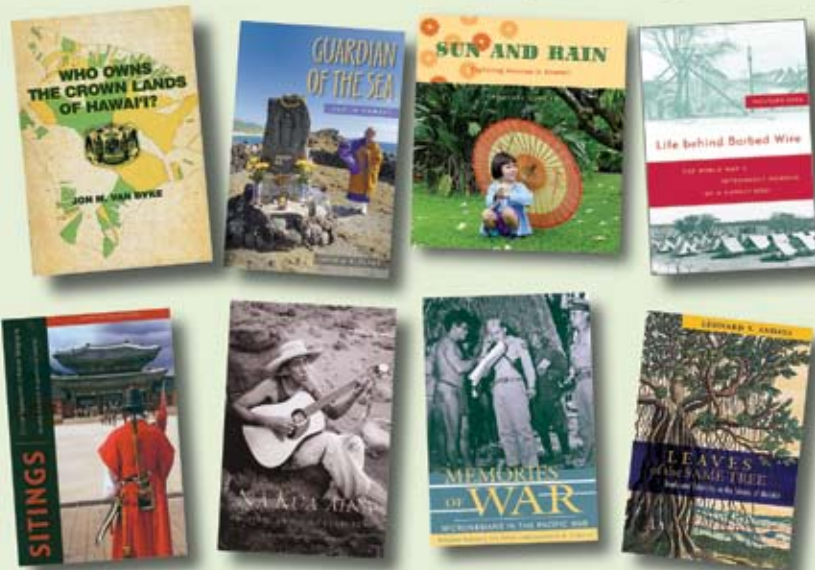
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60 Years OF PUBLISHING

for the interests of the University & the community-at-large

University of Hawai'i Press was established by the Board of Regents on September 5, 1947. Its first book, released in January 1948, was a reprint of *The Hawaiian Kingdom* (Volume 1) by UH history professor Ralph Kuykendall.



At the end of fiscal year 2007, a cumulative total of 2,323 titles had been published, with 1,289 in print. Approximately 80 new books are released each year. Shown above are selected titles from the Fall 2007 and Spring 2008 list. Below are the top five bestselling books for fiscal 2007, based on dollar revenue.



In January 1947 the first issue of *Pacific Science* was presented to UH president Gregg Sinclair by editor A. Grove Day, one of the first members of the "press committee." The journal was inherited by the new Press, though it did not carry its imprint until 1953. *Philosophy East and West* debuted under the Press imprint in 1951 and now begins its 58th year.



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