This past March, Hawai‘inuiākea hosted a team of indigenous scholars and administrators to conduct the first comprehensive review of our indigenous college. Our task was to share the story of who we are and the work we do to ground, empower, and engage students and communities in all forms of Hawaiian knowledge. The team consisted of Dr. Ray Barnhardt, Dr. Wayne Stein, Dr. Henrietta Mann, Dr. Jon Matsuoka, Te Pouhere Bentham Ohia, and specialist Kate Cherrington.

The site team began their journey exploring the richness of the muliwai of Waikīkī, to the Luahine rain of Mānoa, and finally to the stairs of Kamakakūokalani.

The team spent three days closely examining every aspect of all of our programs, visiting classes, speaking with professors, instructors, staff, and students. They learned about the waiwai we foster each and every day to deeply impact and inspire the lives of our students. They saw the brilliance, genius, and grace that exist in our faculty, students, and staff across all of our programs.

Throughout the week the team spoke highly of our initiatives and programs. They noted that Hawai‘inuiākea is a model for an “academy without borders,” a community of highly accessible world class and emerging scholars where students have a wide range of traditional and non-traditional educational opportunities, graduating with a strong sense of place, purpose and kuleana.

At the end of the week, the team was unanimous in recommending that HSHK be awarded WINHEC accreditation for a full ten-year term! An additional recommendation to award permanent status to our provisional MA programs was also approved.

The site visit team’s observations noted how Hawai‘inuiākea has met and exceeded WASC accreditation standards, how we live into the kanaka maoli principles and values we have set for ourselves, how we contribute to our diverse communities locally and globally, and how Hawai‘inuiākea and the University of Hawai‘i at Mānoa can continue to grow and transform.

— Kapena Shim

With respect and reverence for our ancestors, the mission of Hawai‘inuiākea School of Hawaiian Knowledge is to pursue, perpetuate, research, and revitalize all areas and forms of Hawaiian knowledge, including language, origins, history, arts, sciences, literature, religion, education, law, and society, political, medicinal, and cultural practices, as well as all other forms of knowledge.
Dean’s Message

Hanau ka ‘āina, hānau ke aliʻi, hānau ke kanaka!
Born was the land, born were the chiefs, born were the common people. The land, the chiefs, and the commoners belong together. (Pukui, p. 56)

Hawai‘inui‘akea will establish a Hawaiian place of learning and education.

I am finishing my fifth year as Dean of Hawai‘inui‘akea School of Hawaiian Knowledge—each day has been filled with love for the work we do and love for the people who serve! Every day I see Hawai‘inui‘akea faculty, staff, and students work to advance the prosperity of knowledge for the lāhui—making a positive impact on how we think, live, and ensuring the vitality of our language and traditional practices. I look forward to more years of service to Hawai‘inui‘akea!

As a land-grant institution, the University of Hawai‘i at Mānoa has a mandate to generate and apply knowledge that serves the public good. At Hawai‘inui‘akea, our covenant to the Kanaka community is to serve through advocating a scholarly model of engagement and outreach that fosters reciprocity and excellence. The work to understand deeply the conundrums of the 21st Century and to co-create and apply knowledge to these issues is that to which our faculty, staff and students are committed!

For example, we are working to build and nourish strategic partnerships that lead to innovative community-based collaborations in early learning—the Mākuʻa Initiative with INPEACE and Kamehameha Schools-Ka Pua—and in ‘āina-based learning—the Welina Mānoa program with Lyon Arboretum, Mānoa Heritage Center, Ka Papa Loʻi ‘O Kānewai, Waikīkī Aquarium, College of Education, and Outreach College. These strengthened collaborative partnerships between Hawai‘inui‘akea, colleges/schools across the U.H. Mānoa campus, and community organizations are forging mutually beneficial learning and research opportunities in the areas of food systems/food security, land and natural resource management, and health and well-being.

Our faculty and graduate assistants engage daily in the scholarly activity of teaching and learning, which not only occurs in traditional classes on campus, but also at the loʻi, the fishpond, the organic farm, the neighbor islands, and so on. There is much learning and teaching in the workplace through internships, mentoring and shadowing opportunities and technical assistance programs. And, we are beginning to develop our online outreach via the Web.

A key element of our role in the academy is to engage in the scholarly activity of research not only for the purpose of advancing Kanaka knowledge within our discipline area but to also impact disciplines across our campus so that we might better be able to respond to today’s complex issues. Hawai‘inui‘akea Publishing, in partnership with the University of Hawai‘i Press, has begun to publish an annual theme-based Monograph (Volume II focused on land out this fall and Volume III focused on lauhala weaving out next fall). We will soon introduce a book series. Indeed, knowledge and its generation, transmission, application, and preservation is at the core of our work to seek knowledge and wisdom that will sustain us all!

Great colleges/schools are rooted in fundamental values that define their contributions to the society they serve. Underlying our successes at Hawai‘inui‘akea are four ‘ōlelo noʻeau that set us apart and make us a great college! They are:

Ka waihona o ka naʻauao.
ʻIke i ke au nui me ke au iki.
E lawe i ke aʻo a mālama, a e ʻoi mau ka naʻauao.
Hānau ka ʻāina, hānau ke aliʻi, hānau ke kanaka!

At our core is quality education, knowledge generation and connection to multiple communities, so that in the end, we are a Hawaiian place of learning and teaching.

Mahalo piha for taking the time to read about us. We humbly ask that you join us in ways that you can and that you support our march forward to make a difference in the lives of our students! Enjoy this overview of our contributions over the last academic year!

‘Onipaʻa! Be true and stay the course!
Dean Maenette K.P. Ah Nee-Benham
Our 4th annual I Ulu I Ke Kumu awards ceremony and dinner on March 23rd was a celebration of extraordinary commitment and excellence in Native Hawaiian education. The annual event generates scholarship funds for Hawai‘inui‘akea students.

This year five prominent individuals were honored: Senator Daniel Akaka, Richard Kekuni Blaisdell, Eddie & Myrna Kamae, and Marvlee Naukana-Gilding.

“The honorees have made contributions to education in diverse ways, and have often done so in a humble, behind-the-scenes way,” according to Dean Benham, “from advocacy for Native Hawaiian health and leadership for generations of young Hawaiians to the preservation and perpetuation of traditional Hawaiian music and cultural practices.”

While the Senator also championed many causes that stem from his military service and early work as an educator, he is most recognized for his passion for Native Hawaiian issues and for bringing true aloha to Capitol Hill.

Dr. Kekuni Blaisdell is recognized as a pillar of the medical profession in Hawai‘i. Ground-breaking research in Hawaiian healing traditions, the founding of the U.H. Native Hawaiian School of Medicine, and his encouragement of students to become physicians are a few of his many contributions that have strengthened the tradition of medicine in Hawai‘i and propelled it into the future by incorporating the best of western medical practices.

Hawaiian musician, composer, and documentary director Eddie Kamae has, together with his wife and producer Myrna Kamae, devoted more than fifty years to preserving authentic Hawaiian culture, history and music. From Wai‘anae to Washington, D.C., ten award-winning documentaries in the Hawaiian Legacy Series have reached more than 6 million people through nationwide primetime television, film festivals, and community events. More than 500,000 students have participated in their presentations and classroom discussions.

Marvlee Naukana-Gilding has served the Center for Hawaiian Studies at the University of Hawai‘i at Mānoa since 1982. Former director Carlos Andrade says, “She is the living repository of what has transpired since the Ka‘ū Report catalyzed the creation of Hawaiian Studies as a formally recognized discipline within the Academy, probably the first of its kind in the world.” Beginning as a secretary and continuing throughout the terms of several directors, she earned a Bachelor’s degree and later a Master’s degree in Library Science. Considered irreplaceable, she has, since her retirement, continued to work part-time for the center and its library.

Of funds raised, $15,000-$17,000 will be allocated to the Student Emergency Fund, an innovative financial assistance tool that helps students who experience unexpected events continue their enrollment uninterrupted. Approximately $5,000-$7,000 will be provided to the Dean’s Student Advisory Circle, a group of undergraduate and graduate students, to host scholarly brown bags, provide mentoring sessions, and support student conference attendance and presentations.

The I Ulu I Ke Kumu award reflects the wisdom of the Hawaiian proverb, I ulu nō ka lālā i ke kumu, the branches grow from the trunk. The proverb is a reminder that without ancestors, the current generation would not exist. Previous honorees include Haunani Apoliona, Michael J. Chun, Nanette Judd, Lynette & Richard Paglinawan, Alan Murakami and the Native Hawaiian Legal Corporation, Oswald Stender, Haunani-Kay Trask, Lilikalā Kame‘eleihiwa, Ho‘okahe Wai Ho‘oulu ‘Āina, Manu Ka’iama, Kū Kahakalau, Naomi Losch, Florence Lanela Nicholas, Kimo Alama Keaulana, and William J. Aila, Jr.

— LILINOE ANDREWS
Kānewai is one of the last remaining agricultural terraces in the vast natural irrigation network that once connected Mānoa to Waikīkī.

In 1980, during the Hawaiian cultural renaissance, several U.H. Mānoa students rediscovered the defunct ‘auwai (water ditch system) at Kānewai. The Hui Aloha ‘Āina Tuahine Hawaiian language club began a restoration effort called Ho’okahi Wai Ho’oulu ‘Āina. Under the guidance of beloved Maui kupuna Harry Kūniki Mitchell, they fully restored the water ditch system and taro terraces.

In the years that have followed, Kānewai has become a much-loved place of cultural learning. A vast network of community organizations, university partners, schools, and passionate individuals embrace Kānewai as a cherished wahi pana (a celebrated place).

For more than 30 years, people of all ages and ethnicities have gathered at Kānewai to connect to the land and one another through the lo‘i kalo. For Native Hawaiians, taro is much more than a food; it is a familial bond between people and the land.

Kānewai is ready to build a much-needed Cultural Resource Center and our fundraising campaign is far from over. The planned 2,325-square foot, ADA compliant, energy efficient Center will provide badly needed educational and program facilities.

The new Kānewai Cultural Resource Center will be a multi-purpose facility with a large resource room and community learning area, an adjoining meeting room, a learning laboratory, a workshop, storage spaces, and much-needed restrooms.

When Rob Iopa of WCIT Architecture learned of Kānewai’s plans to build a Cultural Resource Center, WCIT took on the design and engineering work pro-bono.

Then, U.H. Mānoa School of Architecture Professor Leineweber and doctoral students Fran Palama, Wyland Marquez, and James Niimoto dreamed, imagined, and envisioned the Resource Center. Their collective effort yielded a building with a strong sense of place echoing cultural themes that emphasize the significance of kalo to the Hawaiian people.

Their plans helped Kānewai secure a grant from the U.S. Department of Housing and Urban Development (HUD). The grant will fund $670,000 of the total estimated cost of 1.7 million to build, equip and furnish the Cultural Resource Center.

Just as the community came together many years ago to revive Kānewai, we urge you to help us build the Cultural Resource Center.

**Giving Levels**

- **Pi‘i ali‘i** $50,000 and above
- **Moi** $25,000 to $49,999
- **‘Ula‘ula kūmū** $10,000 to $24,999
- **Lehua** $5,000 to $9,999

Gifts above $5,000 will be recognized on a permanent plaque to be prominently displayed at the new Cultural Resource Center. Gifts below $5,000 will be gratefully acknowledged on our website.

Donate now at www.uhfoundation.org/supportkanewailoi or contact Mark Fukeda, Director of Development at (808) 956-7988 or email mfukeda@hawaii.edu

Private tours for prospective donors can be scheduled by contacting our office at (808) 945-1562, or emailing kanewai@hawaii.edu
Native Hawaiian Student Services

Recent Highlights

**NASPA Innovative Program Award**
In November 2012, the NHSS program Kōkua a Puni won the “Innovative Program Award” at NASPA (Student Affairs Administrators in Higher Education) Region VI conference in Kona.

**Native Hawaiian Student Services Website**
NHSS is excited to launch their new website at manoa.hawaii.edu/nhss. Our new website offers new features such as scheduling tutoring appointments, upcoming events calendar, and scholarship listings.

**I Ka Wā Ma Mua, Ka Wā Ma Hope: Support Hawaiian Prisoners Event & Book Drive**
NHSS received an ‘Ahahui Events grant from the Office of Hawaiian Affairs and a Diversity Equity Initiative grant from the Student, Equity, Excellence and Diversity office at U.H. Mānoa to host an event and book drive for Native Hawaiian prisoners. NHSS partnered with hauMANA to host the event and book drive launch on Monday, April 8. The event included presenters Dr. Kamana‘opono Crabbe from the Office of Hawaiian Affairs, Dr. RaeDeen Karasuda from Chaminade University, Kat Brady from the Community Alliance on Prisons, and Sharla Manley and Leinaala Ley from the Native Hawaiian Legal Corporation. As part of the grant funding received, NHSS purchased over 100 books for the Hawaiian library, and received over 200 donated books thus far. NHSS and hauMANA are accepting book donations until the end of the Spring 2013 semester at drop-off locations island-wide.

**Outreach Highlight**
NHSS outreach philosophy is based on the foundational mana‘o of mālama kekahi i kekahi. Our work is organized around the concept of deepening relationships with others within the contexts and strengths of their communities in order to address educational advocacy, build support networks, and nurture collective passions and pathways towards social change. Over the course of the year, we expanded our team - adding three fellowship interns, two undergraduate assistants, and one graduate assistant. With this expanse of kōkua, we were able to organize 48 individual visits to HSHK classrooms each semester to increase student awareness of available NHSS resources as well as lead 30+ college prep presentations and 20 student visits to campus. In order to sustain this work, we invited over 830 hours of community service support through the generosity of 68 UHM volunteers. The team also created avenues to build the capacity of our volunteers to become leaders in their communities and areas of influence by offering 11 Leadership Training workshops. A few of the topics incorporated: navigating financial aid systems, practicing oli for protocol, and leading teambuilding exercises. Some of the highlights of our work included the increased development of consistent programmatic relationships with INPEACE, KSBE Community Learning Center in Nānākuli, KSBE Kilohōkū, Nā Pua No‘eau (O‘ahu), PUEO, and P-20/Gear Up Maui College. Within these partnerships, NHSS hopes to further strengthen ‘āuwai towards educational access and achievement through mentorship programs and ongoing relationship building with families.
Research

Interrogating Resilience: Native Hawaiian Doctoral Student Success

NHSS Director Dr. Kahunawaika‘ala Wright and Research & Evaluation Coordinator Nālani Balutski will be presenting at the American Educational Research Association conference in San Francisco in April on their most recent research study entitled “Interrogating Resilience: Native Hawaiian Doctoral Student Success.” Since 1995, the University of Hawai‘i at Mānoa (UHM) has awarded 71 Doctorate in Philosophy (PhD) degrees to Native Hawaiians, 50 of those just in the last seven years, arguably making U.H. Mānoa the primary pathway for Native Hawaiians pursuing doctoral education. The focus of this paper is to build our understanding of characteristics, relationships and themes that are significant to Native Hawaiian doctoral student success. Much of the research on Native Hawaiians in higher education is described from deficit-based perspectives in which the educational experiences of Native Hawaiians are limited to barriers and challenges. Studies describe the ways in which Native Hawaiians, for example, consistently lag behind their counterparts in terms of enrollment, retention, graduation and other factors like academic preparation and remedial education. While identifying the challenges to educational achievement is important for a fuller understanding of Native Hawaiians and education, it is also a very limited perspective as it fails to include stories of success. Our exploratory study attempts to reframe these conversations by understanding the ways in which Native Hawaiians who have successfully achieved the highest level of higher education experienced their journeys. The researchers have interviewed almost half of the cohort so far and have plans to continue the study in the future.

Native Hawaiian Student Profile 2012

NHSS just released its annual Native Hawaiian Student Profile, the 5th in its series that provides institutional data on Native Hawaiian students in the University of Hawai‘i System. Here is a preview from this year’s report:

Both University of Hawai‘i System enrollment and Hawaiian student enrollment has increased slightly from Fall 2010 to Fall 2012. In Fall 2012, there was a total of 14,608 Hawaiian students in the U.H. System. Therefore, 24.2% of the total U.H. System students are Hawaiian compared with 23.5% of total enrollment in Fall 2010. (See Table below) Thus, over the two year period, there has been an increase in 474 Hawaiian students within the U.H. System, for a total increase of 3.4%. Past U.H. System enrollment trends attributed the bulk of the growth in enrollment to community college enrollment increases. However, in this snapshot from Fall 2010 to Fall 2012, the bulk of the growth came from U.H. West O‘ahu, growing by 134 Hawaiian students during that time period.

To request a copy of the report, contact Nālani Balutski at balutski@hawaii.edu.

UH System Hawaiian Enrollment

<table>
<thead>
<tr>
<th>Campus</th>
<th>Fall 2010 Hawn</th>
<th>Fall 2010 Total</th>
<th>%</th>
<th>Fall 2011 Hawn</th>
<th>Fall 2011 Total</th>
<th>%</th>
<th>Fall 2012 Hawn</th>
<th>Fall 2012 Total</th>
<th>%</th>
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</thead>
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<tr>
<td>UH Mānoa</td>
<td>2,866</td>
<td>20,337</td>
<td>14.1%</td>
<td>3,004</td>
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<td>14.7%</td>
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<td>20,426</td>
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<td>25.2%</td>
<td>1,034</td>
<td>4,139</td>
<td>25.0%</td>
<td>1,074</td>
<td>4,157</td>
<td>25.8%</td>
</tr>
<tr>
<td>UH W O‘ahu</td>
<td>380</td>
<td>1,471</td>
<td>25.8%</td>
<td>437</td>
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<td>26.3%</td>
<td>514</td>
<td>1,997</td>
<td>25.7%</td>
</tr>
<tr>
<td>UH CC’s</td>
<td>9,860</td>
<td>34,203</td>
<td>28.8%</td>
<td>10,121</td>
<td>34,100</td>
<td>29.9%</td>
<td>9,971</td>
<td>33,715</td>
<td>29.6%</td>
</tr>
<tr>
<td>UH System</td>
<td>14,134</td>
<td>60,090</td>
<td>23.5%</td>
<td>14,596</td>
<td>60,330</td>
<td>24.2%</td>
<td>14,608</td>
<td>60,295</td>
<td>24.2%</td>
</tr>
</tbody>
</table>

UH Legacy Methodology. Source: UH IRO, ODS, IRO Base, Fall Census.
Upcoming Programs

**I Mua E Nā Pōkiʻi Graduate Student Professional Development Travel to the Native American Indigenous Studies Association Conference**

NHSS Graduate Programs Support Assistant Ululani Oliva will be taking 3 Hawaiian Language and Hawaiian Studies graduate students to NAISA this June in Saskatoon, Canada. This is the third year that NHSS supported Hawai‘i‘i‘ui‘iakea graduate students to attend and present at this conference. NHSS sponsored 4 students to attend the 2011 NAISA conference and another 6 to present at the 2012 NAISA conference. This year, the 3 students along with Ululani will be presenting a panel entitled “Ka Mai Hookaawale: Colonialism as ‘The Separating Sickness’: Kanaka Maoli Struggles for Language Preservation, Health Recovery and National Identity.”

**Aka Lehulehu Internship Program**

Through the Office of Hawaiian Affairs’ Community Partners Program, NHSS provides paid internships for Native Hawaiian students at UHM who have not declared a major. The goal of the Aka Lehulehu internship is to offer opportunities for students to engage in hands-on meaningful workplace experiences that will assist them in selecting a major. Through the internship program, students will participate in self-reflection activities, explore various majors and occupations, and prepare an academic plan. In addition, students will develop and refine skills for the workplace, develop a career network, build their resume, and create and develop a career portfolio. The next internship cycle, the 8th NHSS internship cohort, will tentatively start on May 28.

**Summer Bridge Program**

NHSS will be hosting its 5th cohort in our annual Summer Bridge Program this July. The Summer Bridge Program is a six-week summer program designed to prepare Native Hawaiian community college students for the transition to the U.H. Mānoa campus. The program is specifically structured to support Native Hawaiian students in successfully completing their baccalaureate degree and beyond. Participating students take 1-2 summer courses (with an emphasis on Hawaiian content and perspective), as well as engage in academic planning, wellness workshops and counseling, leadership skills, and are provided an orientation with campus resources. This summer, students will be taking HWST 342 (WI): Chiefs of Post-Contact Hawaiʻi with Kumu Jon Osorio, and HWST 222: Introduction to Hawaiian Fiber Arts with Kumu Lufi Luteru. Students will also get the opportunity to meet Native Hawaiian scholars and community leaders and go on huakaʻi to various Hawaiian cultural sites and community initiatives. Students have the option of boarding on campus, and all participating students get a summer stipend.

— NĀLANI BALUTSKI & ILEANA RUELAS
Community Outreach & Engaged Scholarship

Hawaiʻinuiākea is committed to applying Hawaiian knowledge in service and support to the Hawaiian community and offers research seed grants to its faculty to encourage community engagement in critical, applied research benefitting community-identified needs, interests and goals. The purpose of these mini grants are to link education, research and practice together in ways that invigorate the work of faculty and students, and link Hawaiʻinuiākea to Hawaiian community-based organizations outside the U.H. Mānoa campus borders.

Puapuaʻi Ka ʻŌlelo

The vision of this initiative is a future in which cultural practice is integrated into the daily lives of the lāhui, with all of the consciousness and kuleana that comes with it, a place where Hawaiian language thrives and self-determination is expressed in all aspects of life. Through the restoration of ʻāina at Hanakehau Learning Farm, participating ʻohana from Pūnana Leo o Waiʻanae and Ke Kula Kaiapuni o Waiau create and actively use implements in traditional Hawaiian practices, develop ʻōlelo Hawaiʻi learning materials for use in immersion environments, and strengthen their relationships with one another. Led by Kawaihuelani faculty member Kekeha Solis and cultural practitioner Andre Perez, the project seeks to reclaim and restore Hawaiian lands, and to provide the means and resources for Hawaiians to engage in traditional practices by reclaiming Hawaiian cultural space.

The Mākua Series

This collaborative pilot project was developed by staff from HSHK, INPEACE, and the Kamehameha Schools Community Learning Center. Twenty ʻohana from the Waiʻanae Coast were invited to participate in nine sessions that offered a mixture of experiential and knowledge-building activities around the themes of moʻokūʻauhau, ʻāina, and haʻi moʻolelo, and involved the entire family from kūpuna to keiki.

Workshops were taught by cultural practitioners and academic scholars, most of whom were poʻe kupaʻāina from the Waiʻanae moku. Each session was designed to build relationships within families to strengthen resiliency, increase interest in educational pathways, and raise consciousness about cultural identity. The long-term goal of this work is to expand the capacity for critical analysis and engagement in social, political, and educational advocacy that deeply impacts the community in which these families live. This innovative work was featured in the Jan/Feb 2013 edition of MANA Magazine.

Wehe I Ka Pāpale

This archival project, led by faculty member Lia O’Neill Keawe and Kawaihuelani mānaleo Ipo Wong, seeks to preserve ʻike kūpuna through the creation of an index of pāpale lauhala (lauhala hat) practitioners and an inventory of their work, their stories, and their voices. The collected data will support an upcoming 'Ike Pāpale exhibit at the Bishop Museum. Through a partnership with Bishop Museum and Michigan State University, the initiative is a vibrant model of academic institutions partnering to address social justice and well-being issues for indigenous peoples.
Ka Papa Loʻi ‘O Voyagers

This partnership between Dr. Hōkūlani ‘Aikau, an associate professor in the Political Science department at U.H. Mānoa, Kākoʻo ‘Oiwi, and Voyagers Charter School aims to provide Hawaiʻiʻi’s Ohana and ‘ōpio with content that is culturally relevant and appropriate in an outdoor learning environment that challenges the classroom-centrism of western school systems. They are developing 3rd grade Hawaiian science curriculum at Māhuahua ‘Ai o Hoi, a restoration project in the Heʻeia wetland on the east side of Oʻahu. The land-to-ocean-based project will benefit both students and teachers by generating new knowledge and capturing the wisdom of our kūpuna. According to Dr. ‘Aikau, “we believe that integrating Hawaiian scientific knowledge and cultural practices into the curriculum will positively impact students’ school engagement, which we believe will translate into greater engagement with science, technology, engineering, and math (STEM). As haumāna see the relevance of STEM for their community, they will also be advocates for the places in which they live.”

Maʻawe: Hīnaʻi Lauhala and Kapa

This project, led by Kamakakūokalani Center for Hawaiian Studies Director Maile Andrade, seeks to document the process of making hīnaʻi lauhala (lauhala baskets) and kapa used in the burial of iwi. Video documentation of the hīnaʻi lauhala will serve as an instructional supplement to Hui Mālama I Nā Kūpuna’s efforts to properly care for iwi while collecting interviews with the organization’s founders. Documentation of kapa making will be used in conjunction with the Hula–Kapa Collaboration Project, an initiative designed to showcase Hawaiian kapa in its functional, cultural, and traditional use.

Moʻolelo Hāloa

Dr. Kimo Armitage, associate professor at Kamakakūokalani Center for Hawaiian Studies, is partnering with Twiddle Productions to produce an animated short film about the celebrated first Hawaiian ancestor, Hāloa. The long term objective of this collaboration is to make meaningful progress toward the goal of re-territorialization of Hawaiʻi’s education system from a Western-dominated structure to one that is more reflective of Hawaiian culture and values. The project further creates opportunities for local talent in film and animation, and effectively positions Kamakakūokalani as a cultural resource for advice and guidance on culture-based community projects.

I Ka ʻŌlelo Nō Ke Ola

This pilot early-admission initiative with Ke Kula Kaiapuni o Ānuenue high school seniors, led by Kawaihuelani faculty members Maya Saffery and Noʻeau Warner, seeks to provide continuity in learning through the development and execution of HAW 200, a 4-credit course designed to bridge fluent speakers of Hawaiian language from Hawaiian immersion schools into the new meta-linguistic system of Hawaiian being implemented at Kawaihuelani Center for Hawaiian Language.

E Hoʻi Ka Nani I Waineʻe

Kamakakūokalani instructor Ronald Williams, Jr. has initiated a historic collaboration between Hawaiʻinuiākea and Waiola Congregational Church in Lāhaina, Maui. Working with Nā Kīaʻi o Waineʻe (The Guardians of Waineʻe), the partnership has amassed primary source documents about the historical significance of Waiola Church, creating an official preservation plan for the significant repository of ʻiwi kūpuna kaulana that exists on the church grounds. Founded in 1823 under the direction of Queen Keōpūolani, sacred wife of Kamehameha Paiʻea, the cemetery at the church is recorded to house the remains of some of Hawaiʻi’s most powerful rulers including: Keōpūolani and daughter Nāhiʻenaʻena; two other Kamehameha children from chiefess Kalama; aliʻi nui Ulumāhiehie Hoapili and his wife Kaheiheimālie; the last ruler of Kauaʻi, Kaumualiʻi; Kekauʻōnohi; Kalakua; and Liliha. According to Williams, “I plan to do whatever I can to assist this impassioned group in their mission. The University of Hawaiʻi, and specifically Hawaiʻinuiākea, has a unique opportunity to significantly impact these efforts.”

— MICKY HUIHUI
The students have an opportunity to gather information and general knowledge about what other Indigenous people of the world are doing, to learn some of their best practices and even some of their challenges.

Kamakakūokalani students have attended the forum each year. To prepare, students review the forum’s agenda to see which topics and issues they will research and present in the form of an intervention. They then write concise testimony to be incorporated in the forum’s proceedings, and in New York, speak at the forum.

“At the UN, the forum is really at a high level,” said Gora. “It’s hard to get a higher level of discussion unless you’re a nation state.”

Guiding the forum’s work is the United Nations Declaration on the Rights of Indigenous Peoples. Adopted by the UN General Assembly in 2007, the declaration outlines individual and collective rights, including the rights to cultural, educational and economic self-determination, and sets an international standard for how Indigenous people should be treated.

The declaration is also being taught at Kamakakūokalani in Hawaiian Studies 107, “Hawai‘i: Center of the Pacific.” An introductory course, HWST 107 is the most popular course on the Mānoa campus with about a thousand students enrolled each semester. Elements of the declaration are woven through the course to provide context for topics such as language, religion and colonization.

The declaration also shapes the forum’s agenda and interventions can address issues raised in its sections and articles. Last year, Makanani Parker, a graduate of Kamakakūokalani’s BA and MA programs, gave an intervention critical of the state.
Kawaihuelani Center for Hawaiian Language

HAW 200 I Ka ‘Ōlelo Nō Ke Ola

Kawaihuelani Center for Hawaiian Language offered a unique course for the first time this spring: HAW 200 I Ka ‘Ōlelo Nō Ke Ola. The class is designed to bridge fluent speakers of Hawaiian, mainly from the Kula Kaiāpuni (Hawaiian language immersion schools), into the new meta-linguistic system for teaching Hawaiian we are implementing at Kawaihuelani.

A majority of the class was made up of kula kaiāpuni (immersion) graduates, however, in addition to college freshman there were a handful of seniors enrolled from Ke Kula Kaiāpuni ‘o Ānuenue located in Pālolo Valley. The haumāna came by bus to campus and earned college credit for the class. This course hopes to perpetuate the ola (life) of the language by acting as a bridge between what the students already know and what they still need in order to address any language shortcomings they may have. This, while still challenging and expanding their existing knowledge of Hawaiian language and culture, is critical.

There are still many aspects to be developed in bridging the gap between kula kaiāpuni and ‘ōlelo Hawai‘i at the University, however, these students have shown great enthusiasm for being on campus. The experience has definitely helped clear a path for them for setting their sights on a possible context for their ‘ōlelo skills in college and beyond.

— ALICIA PEREZ

Kamakakūokalani Center for Hawaiian Studies, cont’d.

of Hawai‘i based on declaration articles on redress and restitution for land and resources, and recognition of treaty rights and observation of agreements.

Parker, who is now a lecturer at Kamakakūokalani and Leeward Community College teaching HWST 107, said everyone who teaches the course should attend the forum.

“I considered it professional development,” Parker said. “It’s one thing to read (about Hawaiian issues and the UN) and discourse about them in a classroom, but to have first hand experience is another, especially as someone who teaches the information.” With her understanding, she is better able to break down for students in the 100-level course the complexities of Indigenous issues and what happens at the UN.

Attending the forum also let her meet other Indigenous people and learn about what is going on politically in Africa or Latin America, or for Native Americans.

“There are other people that are working for their own rights, but they’re totally different. It enhances your understanding of how important it is to be a collective whole. That’s a unified front in itself, when you bring all these Indigenous people together.”

The permanent forum gives Lilikalā Kameʻeleihiwa hope that Indigenous people worldwide can find reconciliation and justice without violence.

“The governments sit on one side and the Indigenous people sit on the other side,” said Kameʻeleihiwa, “and the governments get a chance to hear our concerns. When someone denounces the conditions in their country, they are encouraged to speak with a representative of that government. The forum is an opportunity to make changes peacefully.”

— TINO RAMIREZ

‘O ka ‘oi na’e o ka hana o ia Pō‘alua, a me ka huaka‘i ho‘i, ‘o ia nō ko mākou ho‘okipa ‘ana i nā mea kūkulu hale i ho mai e an a‘e i kahi a lākou e kūkulu ai i ka hale hou i ia mahina no. No ka mea, e like me ka loina kahiko o ka ‘āina, ke hiki mai ka malihini, e ho‘okipa a‘e iā ia. Ho‘omana no a‘ela au i kēia ‘ōlelo kūkulu o ka ‘āina, ho‘okahi nō lā o ka malihini (e like me kā Pukui, ‘ŌN 1078), wahi a kahiko. ‘O ia lā ia ha‘awina o ia huaka‘i. Ho‘okahi kipa ‘ana o ua mau mea kūkulu hale lā, ‘o ko lākou noho ihola nō ia ma Hakioawa i ia Pō‘akahi mai ā hiki i ka pa‘a ‘ana o ka hale hou. Ke lana a‘e neia manana o ko kēia mea kākau, e lilo auane‘i ia huaka‘i ‘ana i Kaho‘olawe ho‘okahi i ‘ana i Kaho‘olawe he huaka‘i kūkulu no nā haumāna a me nā kumu o Hawai‘i kūkulu kahiko o ko kēia mea kū kumu o nā māhele ‘ike like ‘ole ko kākau kulanui nei, e like me Maiukiaka, no ka mea, he waiwai ka huaka‘i pū ‘ana o nā haumāna me nā kumu a me nā kānaka like ‘ole nui o ka ‘ike, a pēia ho‘i auane‘i e neia i ke akamai o nā haumāna. ‘O ia lā ka mea nui.

— NA KALIKO BAKER
Native Hawaiian Student Scholar Brown Bag Events

This year for the 2012-2013 Native Hawaiian Student Scholar Brown Bag events, we hosted four Kohala Mellon-Hawai‘i Fellows: Dr. Ku‘ualoha Ho‘omanawanui, Dr. Nālani Sing, Dr. Kauanoe Kamanā, and Dr. Keao NeSmith. Each Brown Bag fellow presented on his or her educational journey and research with the Native Hawaiian community. Dr. Ku‘ualoha Ho‘omanawanui presented on the Indigenous literary analysis of mo‘olelo, which offers insight into Hawaiian cultural values and lessons. The presentation by Dr. Nālani Sing featured knowledge about the impact of Hawaiian cultural values on the leadership styles of school principals. In Dr. Kauanoe Kamanā’s presentation, she discussed the use of traditional Hawaiian conflict resolution practices in the educational setting. Lastly, Dr. Keao NeSmith talked about innovating the teaching and learning of Hawaiian language. It was truly an inspiration for the audience of students, faculty, and community members to see the advances in education and research for us, as Kānaka Maoli. We, the younger generation of Kānaka Maoli scholars, have been encouraged to continue the critical work that has been done for the lāhui. Mahalo nui loa to the scholars who presented this year. Ua ulu nō ka hoi. E kūlia i ka nu‘u!

— MALU KIDO

Faculty Member Highlight

Kahikina de Silva

“I likeia no ke kanaka no kekahi lahui ma kana olelo. Ina e nalowale ana ka olelo makauhine o kekahi lahui, e nalo hia aku ana no ia lahui.”

Eō mai e nā pua mae ‘ole o nēia pae ‘āina ‘o Hawai‘i nei i wili pū ‘ia i lei ha‘aheo o ka ‘Ōlelo Makauhine, na ‘oukou nō ka welina o ke aloha.


‘Akahi, me ka wai i kaʻe aku mai kona po‘e kumu a‘o i ho‘opīha ai i kona hue wai ‘ike, mau nō ia heleāwai ‘ana aku o ka ‘ike i kāna po‘e mana wai i kauwahi mau papa āna e a‘o aku ai, e ia‘a me ka papa haku ‘o Hawaiian Composition, a me ka papa pa‘i nūpepa ‘o Ka Ulu Hoi, a me ka papa ho‘olele lekiō ‘o Hana ‘Oe A Kani Pono. ‘O ia nō ho‘i kona ‘i‘ini nui no ka ho‘ōla ‘ana i ka ‘ōlelo ma o ka pāpāho. ‘O kona pahu hopu nui, ‘o ia ka ho‘opili ‘ana i nā ‘ano ‘ike like ‘ole, ‘o ka ‘ike hou e ulu ai, ka ‘ike i a‘o ‘ia ma waho o ke kula, ka ‘ike mai ka wā e kamaliʻi i ana, a me ka ‘ike i a‘o ‘ia ma ke kula nui nei.

‘Alua, he noke kāna e ‘ōlelo aku ai i kāna po‘e mana wai, “Inā he koholā nō kā, koholā i ka ‘ōlelo Hawai‘i.” ‘O ia nō ka ‘ōlelo e kani mau ai me he ka‘ahea lā i loko o ku‘u na‘au. He kū‘i‘o nō ia ‘ōlelo a‘o. Like me ka mana‘o i luna loa i kākau ‘ia i loko o ka nūpepa kahiko ‘o Ka Puʻuhonua o Nā Hawai‘i, Inā ‘a‘ole kākou e kahe iho i ke kahawai o ka ‘Ōlelo Hawai‘i mai ke kahawai nui o nā kūpuna a me nēia wahi wahi kumu wai, e nalo ana nō kākou.

No lai‘a, e nā pua mae ‘ole, e naue a ka‘i pū aku nō kākou i ke ala hele e alaka‘i ‘ia e nā lama e ‘ā mai nei.

Eia nō ho‘i ku‘u leo ha‘aha‘a no kekahi momi hiwahiwa a Kawaihuelani ma nēia wahi momona e hānai ‘ia e ke ko‘i‘ula o ka ua Tuahine.

— NA JACOB HAU‘OLI ELARCO
Traditional Principles that Guide Hawai‘inuiākea
School of Hawaiian Knowledge

Woven into all we do are the ‘ōlelo no‘eau, or wise sayings, upon which Hawai‘inuiākea was formed. All ‘ōlelo no‘eau from ʻŌlelo No‘eau, Hawaiian Poetical Sayings, Pukui, Bishop Museum Press, 1983.

Ka waihona o ka naʻauao.
The repository of learning.
Hawai‘inuiākea will be a resource for Hawaiian courses and programs in order to improve and expand quality education for the students, faculty, and staff of the academy in undergraduate and graduate programs. This is manifested “in the courses offered which explore our mythology, perpetuate our language, examine our history, analyze our literature, trace the evolution of our leadership and laws, convey our traditional wayfinding talents, promote our cultural arts, instill our values of prudent resource management, and rediscover our holistic healing practices.” (Gladys Brandt, Dedication of the Center for Hawaiian Studies Building, February 28, 2002).

E lawe i ke aʻo a mālama, a e ʻoi mau ka naʻauao.
He who takes his teachings and applies them increases his knowledge.
Hawai‘inuiākea will use a variety of means and media to distribute and promote knowledge from the academy outward to community, Pacific, and internationally.

Hānau ka ‘āina, hānau ke aliʻi, hānau ke kanaka.
Born was the land, born were the chiefs, born were the common people. The land, the chiefs, and the commoners belong together.
Hawai‘inuiākea will establish a Hawaiian place of learning and education “representing the dream of generations of Hawaiians to have a place of their own on the Mānoa campus. [This school] is both a symbolic and an actual victory in the more than a century-long struggle of Hawaiians to reclaim the education of our own people in our own culture.” (Haunani-Kay Trask, Welcoming Address for the Hawaiian Studies Building, January 18, 1997).

ʻIke i ke au nui me ke au iki.
Know the big current and the little current. Be well-versed.
Hawai‘inuiākea honors the memory and preserves the values and traditions of our kūpuna to promote research and the pursuit of traditional and modern forms of Hawaiian knowledge in order to create new knowledge and perspectives, know our ancestors, “understand their identity, perpetuate our culture,” and “celebrate the indomitable spirit of our Native Hawaiian people.” (Gladys Brandt, Dedication of the Center for Hawaiian Studies Building, February 28, 2002).
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