

KA MĀHELE NOHO HAUMĀNA 'O LAHAINALUNA*

LAHAINALUNA BOARDING DEPARTMENT

HO'OLAUNA INTRODUCTION

MO'OLELO 'O KA MĀHELE NOHO HAUMĀNA HISTORY OF THE BOARDING DEPARTMENT

1836--founding of the department
1923--incorporation into public school system

Between its founding in 1836 and the time it was incorporated into the public school system in 1923, the Lahainaluna Boarding Department housed many of its illustrious graduates. They include Rev. James Kekela, Rev. Samuel Kauwealoha, Simon Kalama, Joseph Nawahi, Boaz Mahune.

When Lahainaluna transitioned into an institute of higher learning from a religious seminary (1849), the boarding department became the center of activity as the most promising students from across the kingdom were sent there to study.

By 1903 when Lahainaluna became a vocational school, the boarding department maintained all aspects of the agricultural program--dairy, piggery, poultry farm, and field crops. Later auto, machine, and carpentry shops were added.

In 1923, when Lahainaluna became part of the public school system, the goals of the school included college preparation in addition to vocational training thus affording boarders expanded educational opportunities.

By 1924, when day students were admitted, the boarding program had produced scholars, governors, clergy, and lawmakers for the Kingdom of Hawaii and the Territory of Hawaii.

During World War II, the dormitories were used as a hospital for West Maui.

Today as the educational needs throughout the state have changed, the boarding department is ready to embark on an expanded role in meeting these challenges.

Throughout its history, the department has availed its members opportunities for leadership, personal growth, and a doorway into higher education as well as practical occupations.

A comprehensive approach to establish and maintain a viable boarding program should incorporate work, study, personal growth and the appreciation of the culture and history of the land. This overarching environment (Ke Kaiapuni) should satisfy the 1970 Board of Education's

criterion for selection of those prospective students who would benefit from a change of environment (educationally and/or residentially).

E MĀLAMA PONO I KE KINO
TAKE CARE OF THE BODY

The department entails a rigorous program of healthy work and exercise regimen. Through the required work details and extracurricular sports activities, boarders are afforded pathways to healthy lifestyles, discipline and teamwork. The nurturing of good body coordination is one of the important tenets of the department as stated in the 2014-2015 Boarder's Handbook.

E MĀLAMA PONO I KA MANA'O AME KA 'UHANĀ
TAKE CARE OF THE MIND AND SPIRIT

Although the department has no "educational program" per se (boarders have the same book-learning as day students), the value of personal growth through living together, team participation, and individual responsibility cannot be dismissed.

As stated in the Boarder's Handbook, a sense of unity and interdependence, shared responsibility, and mutual respect are important goals of the department. In addition, self-governance, discipline with mandatory study hours and the mentoring of younger boarders by older contribute to a sense of family ('ohana) among the members.

E MĀLAMA PONO I KA 'AINA
TAKE CARE OF THE LAND

NANA I KA 'AINA
ASSESSMENT

In the past, the boarding department maintained the agricultural program (dairy, piggery, poultry and produce farms) and landscape maintenance of the school.

Because of health regulations and other concerns, much of the agriculture program have been discontinued. Although a modicum of fresh produce is provided to some local restaurants, any income from these transactions flow back to the agriculture department and not the boarders. Why is this? Why isn't there a meaningful partnership between the boarders and the Ag department?

In previous years, the boarders maintained the campus landscape, alleviating the DOE the expense of providing maintenance personnel for the upkeep of the physical environment. In addition, child labor laws preclude younger boarders from "yard duty".

Clearly, a number of things need to be addressed. A viable program that includes, but not limited to the following, could be considered.

- 1) Labor for the maintenance of the physical plant
- 2) An agricultural program for commercial purposes
- 3) An environmental/educational program which would be beneficial for the boarders and day students, the community at large

KE KAIAPUNI THE ENVIRONMENT

- 1) Lahainaluna High School sits on approximately 600 acres of land (some of which is suitable for cultivation)
- 2) Lahainaluna has water rights
- 3) There is a need to maintain the appearance of the campus proper
- 4) There is a need to provide educational and practical experiences for all students and to provide an incentive to board
- 5) There is a need to protect and improve the physical environment for the use and enjoyment of all
- 6) There is a need to protect and preserve the culture and traditions of Lahainaluna and Hawaii

NOI PROPOSAL

To establish an environmental Studies Center based on the goal of preserving, protecting, and improving the physical environment and the native culture indelibly connected with Lahainaluna and the Boarding Department.

This center would:

1) PRESERVE AND PROPAGATE NATIVE AND ENDANGERED HAWAIIAN FAUNA AND FLORA

This center could enter into strategic partnerships with the university and state agencies who could provide expertise and also provide learning opportunities for all students. These opportunities could take the form advanced placement (AP) courses and practical experience in environmental sciences.

There could be a program of identifying and maintaining native and/or endangered species of plants and animals on the Lahainaluna campus. This could be part of the landscape maintenance program of the school (which already exists). The program could have a goal of reforesting the upper slopes of Pu'u Pa'u Pa'u with natives. And maybe a long term goal would

be to expand reforestation into the forest preserve outside of Lahainaluna School.

There could be a program to set aside an area for the Nene (there are at least a dozen pair of nesting Nene on campus) or for the King Kamehameha butterfly (pulelehua). This could entail practical job training in land surveying, species assessment and population count, fencing, elimination of invasive entities like feral cats and chickens. This could fit in with the work/study requirement of boarding. Federal agencies could be involved in this endeavor. In the case of the Kamehameha butterfly, planting of mamaki for their habitat could also be a commercial crop

2) PRODUCE FOOD CROPS USING STATE OF ART METHODS SUCH AS AQUACULTURE FOR COMMERCIAL PURPOSES

In order to have a successful undertaking of this sort, three things are needed:

- 1) land
- 2) water
- 3) labor

Lahainaluna has all three. In addition, a phytotron already exists on campus.

The partnership between the boarding department and the agricultural department could be part of the educational as well as vocational experience.

A program such as this could include:

- 1) Identifying which food crops (fish, vegetables) could fill a larger need in the community
- 2) Producing a business plan for the propagating, marketing, delivery of these crops
- 3) Producing art and advertising for these crops with packaging design, radio commercials, brochures, t shirts, etc
- 4) growing of crops using state of art methods and which may have university involvement

3) BE OFF THE GRID USING RENEWABLE SOURCES OF ENERGY

A goal would be to provide energy to the school using solar and wind resources. A long term goal would be to provide energy to the larger community.

4) ESTABLISH HAWAIIAN LANGUAGE IMMERSION CENTER

A center for Hawaiian language study (Kula Kaiapuni) could be established at Lahainaluna for grades 9 to 12. Presently, only King Kekaulike High School offers such courses. This would enable West Maui students from Pūnana Leo and Hawaiian language immersion classes at

Princess Nahienaena Elementary and Lahaina Intermediate to continue their studies without traveling to the other side of the island. Such a center could have partial funding from the state.

NU'UKIA A VISION

Throughout all these endeavors, there would be a have to be personnel on hand for the maintenance and monitoring of these facilities. Boarders would be available.

These kinds of enterprises provide and require responsibilities to run smoothly and efficiently.

With these responsibilities come opportunities for learning and growth. These are challenges for the boarding department.

These kinds of enterprises require year round maintenance. accomodation should be made for summer programming. With the program up and running, the dorms could sponsor summer sessions in Hawaiian culture.

These could include but limited to:

- ◆ Learning about native plants and their uses (medicinal and otherwise)
- ◆ Introduction to the Hawaiian language
- ◆ Learning about the history of Lahainaluna and Lahaina
- ◆ An archaeological dig at Moku'ula in conjunction with the university
- ◆ Learning about the watershed (ahupua'a)
- ◆ Canoe carving
- ◆ Hula lessons
- ◆ Controlling invasive species

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