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Hawai'i Preparatory Academy Magazine >>> FALL 2008

MAKEKULA

'Ano 'ai ke aloha

Welcome with Aloha



New Headmaster Lindsay Barnes



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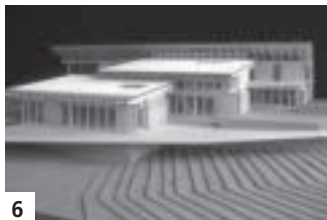
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ON THE COVER: Headmaster Lindsay Barnes, a recreational horseman, is pictured with students Christian Largo on Sista and Emma Ahlo on Ichabod. Photo by Positive Image.



Staff

[features]

- Madge Tennent's *Hawaiian Spring Song* Donated to Isaacs Art Center 4
- Remembering Phyllis Anderson Richards 5
- Changing the Future: Energy Lab Coming to Campus 6
- Stanford W. Shutes Track Dedicated 8
- A Conversation with New Headmaster Lindsay Barnes 12
- Faculty Profile: Melisa Kennedy 14
- Steve Campbell Named Director of Rutgers Tennis Center 23
- Alumni Profile: McGrew Rice '77 24

[departments]

- From the Headmaster 3
- Student Voices: New Caledonia 15
- Student Spotlight 16
- HPA 'Ohana Association 19
- HPA Admissions 20
- Coaches Corner 22
- Alumni News 25
- From Auntie June's Kitchen 39
- On Campus 39

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The mission of the Hawai'i Preparatory Academy is to provide exceptional learning opportunities and a diverse community honoring the traditions of Hawai'i.

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[student] voices

NEW CALEDONIA

By > Caylin Kojima '14 and
Meimei Nakahara '12
Photos > Marc Rice and
Laura Jim '91



It was beautiful there. We went on a snorkel and diving trip and saw a variety of corals and fish. The freezing water forced us into 5mm hooded wetsuits, but it was well worth it.

While walking around the island and visiting the lighthouse, we ran into some poisonous sea snakes. That gave us all a fright, but we got some great pictures.

TOP LEFT: Meimei Nakahara (left), Laura Jim, and Caylin Kojima in front of the *ARA Libertad* (Q-2), an Argentine Navy tall ship. TOP RIGHT: Nakahara, Jim, and Kojima at the Aquarium des Lagoons with Marc Rice (left), George Balazs, and juvenile loggerhead turtles.

attached, we placed fiberglass cloth on top and covered it with polyester resin, a type of glue that sets up hard and holds the tag in place. When it dried, Mr. Rice could literally pick the turtle up by its tag! At the end of the day, Mr. Rice and Mr. Balazs inserted Passive Integrated Transponder (PIT) tags into the turtles' left hind flipper. The PIT tag is read by a scanner and helps to identify the turtle. Mr. Balazs then went around to every turtle and activated the satellite tags with a strong magnet. It was a complicated process, but with a few swipes of the magnet, the tags started transmitting signals to the satellite!

CONTINUED ON P.21

It's the morning of our departure. We're at our homes, trying to shove all our clothes, food, and gear into our suitcases, hoping they won't weigh too much. Our teary-eyed mothers seem more nervous than we are. They're going through the list and packing last minute essentials, plastic bags, a pencil case. In our carry-ons, is all the homework we hope to finish in 10 days, textbooks, work sheets, essays. Thoughts and worries whiz through our minds. What will it be like? Will the people be nice? Should I pack my sweatshirt?

Finally, it's time to leave for the airport. We say farewell to our families and promise to bring back plenty of souvenirs and pictures. We board our plane in Kona with the rest of our team, led by HPA's Marc Rice and Laura Jim, and prepare to embark on the international opportunity of a lifetime. After a long plane ride, we land in Sydney, Australia and spend the night catching up on some well-deserved sleep.

The next day starts early with a three-hour plane ride to the island of New Caledonia, where we will spend the next nine days exploring, having fun, and most importantly, working and tagging juvenile loggerhead turtles.

We traveled thousands of miles to New Caledonia to assist in a research project that will track the migration patterns of

loggerhead turtles in the South Pacific. Working long 10-hour days at Aquarium Des Lagoons in Noumea, with the assistance of George Balazs, leader of the Marine Turtle Research Program at NOAA, National Marine Fisheries Service, Pacific Islands Fisheries Science Center, we successfully attached more than \$100,000 worth of satellite tags to 42 juvenile loggerhead turtles. This is the first effort ever made to track pelagic juvenile loggerheads in the South Pacific region. The data will help us track the turtles' pelagic migration patterns, so they can be better protected in the wild.

We started the first day of work walking to the aquarium from our hotel. We were greeted by the aquarium's director, Richard Farman, and set up our work area. Throughout the day, school groups and reporters came to examine our work. The people of Noumea seemed interested and enthusiastic about our project because this is the first and largest tagging and release of juvenile loggerheads in the South Pacific. Volunteers who raised the turtles came to help wash, weigh, and measure them while we recorded the information. We lightly sanded the turtles' scales and rubbed them with alcohol to smooth and clean the shells before being brought to Mr. Rice and Mr. Balazs. There, they mixed and applied elastomer, a soft white base for the tag. After the tag was

[student] spotlight

Cultural Day at Kaloko Honokohau, Nov. 6-7, 2008

By Marc Rice, Director, HPA Sea Turtle Research Program

Each year, the Kaloko-Honokohau National Historical Park hosts fourth grade students from around the Big Island for two days of cultural and educational activities highlighting the Hawaiian culture and the wonderful natural resources of the park. HPA students and faculty have supported the festival for many years by hosting an informational booth about Hawaiian green turtles (*honu*) and various aspects of their biology, ecology, and conservation.



Connor Peterson and Beeka Wong present information on the life cycle of the *honu*.

This year, three Middle School students—Connor Petterson, Noah Schenk, and Kristiana Van Pernis—and four Upper School students—Mackenzie Buckner, Sarah Hughes, Reina Morise, and Beeka Wong—volunteered their time and expertise to teach fourth grade students about three topics relating to *honu*. The students spoke to visiting students about how and why we “tag” turtles, why the *honu* truly are Hawaiian turtles (the *honu* life cycle), how marine debris affects our marine life and environment, and what can be done to minimize marine debris since 80 percent of it comes from land.

Groups of about 20 students rotated through a seven-minute talk at each of the three stations. Once they visited all of the stations, each student had their notebook stamped and the class got a *honu* sticker for their Konane board. Given this rotation, our students gave three talks every 20 minutes and about nine an hour. It was exhausting work, but the students persevered and continued for a full three hours.

Everyone participating represented HPA very well and I was very proud of their work. ■

Happiness is...Reading With Friends



HPA's seventh graders recently visited their young friends at Small World Preschool in Waimea. The visit was part of an ongoing “buddy” program between the two schools. The older students read books and played with the pre-schoolers just before lunchtime. Pictured are Kalan Camero (left) and his new friend Kekoia Vierra.

Fifth Graders on Norwegian Cruise Lines

Kristin Tarnas' fifth graders get up close and personal with young Hawaiian green turtles (*honu*) as part of “Science Day at Sea” on the M/S Pride of America. Marc Rice (left), director of HPA's Sea Turtle Research Program, and George Balazs, leader of the Marine Turtle Research Program, National Oceanic and Atmospheric Administration (NOAA), National Marine Fisheries Service, Pacific Islands Fisheries Science Center (PIFSC), were traveling with the young turtles to the north shore of Kaua'i, where the *honu* were released carrying miniature radio transmitters. Signals sent to orbiting NOAA satellites within the ARGOS system will reveal the turtles' movements for four to six months until the transmitters' batteries run out.



During the “Science Day at Sea” students learned about plankton, water quality, humpback whales, and the endangered Hawaiian green turtles. Students also toured the cruise ship and saw firsthand how a “city at sea” operates. The event was presented by Norwegian Cruise Lines in partnership with NOAA PIFSC Protected Resources Division, NOAA Hawaiian Islands Humpback Whale National Marine Sanctuary (HIHWNMS), Sea Life Park, Hawai'i Preparatory Academy, and Maui Ocean Center. ■

Living Kindness



Eleven Lower School students were recognized for their acts of kindness during the Third Annual Random Acts of Kindness Week, sponsored by the Lower School Student Council. Front (l-r): Kohua Tarnas, Angela Castile-Krasuski, Kealoha Gargiulo, Sihkea Jim, Alec Maloney, Isaiah Clarry Sohriakoff, Mia Horton Second row (l-r): Shirley Ann Fukumoto, Iolome Tufaga, Holly Kaapu, Matt Castro, Kirra Brown, Lindsay Barnes Back (l-r) Terry Factor, Mariah Dodd

NEW CALEDONIA FROM P.15

The second day of tagging went by faster as we became more accustomed to the process. We ended up tagging 42 turtles, the most we've ever done in just two days! On the third day, we loaded the turtles on a French Navy Ship, *La Glorieuse*. Mr. Balazs, along with Richard Farman, accompanied the turtles on the ship and successfully released all 42 on their way to New Zealand. We received a phone call from Mr. Balazs and were relieved and pleased that our project had been a success.

The mountainous island of New Caledonia is similar to Hawai'i with its beaches and tropical forests. We stayed in the capital city, Noumea, where most of the tourist attractions and shopping were. The hospitable people were friendly and always willing to help us out. Although New Caledonia is a French-speaking nation, many locals could speak English. We were lucky to have Mrs. Jim with us because of her fluent French and navigating skills.

While we were in New Caledonia, we took advantage of our free time. Every day was packed with some kind of activity and we went to bed each night completely exhausted. One of our favorite activities was a visit to Amedee Island. It was beautiful there. We went on a snorkel and diving trip and saw a variety of corals and fish. The freezing water forced us into 5mm hooded wetsuits, but it was well worth it. While walking around the island and visiting the lighthouse, we ran into some poisonous sea snakes. That gave us all a fright, but we got some great pictures. We also visited



Kojima (left) and Nakahara at the Tjibaou Cultural Center.

New Caledonia's nickel mine and got the VIP tour! It was interesting and educational, definitely worth the two-hour-long car ride! We learned about Kanak culture at the local cultural center and had a great time, posing for the many pictures taken by Mrs. Jim. An Argentinean tall ship was docked in Noumea, so we took advantage and went on board. We had a fun time on the ship as well! We often found ourselves riding the bus to town, where we would shop for souvenirs and food. Our days often started or ended with a run along New Caledonia's beautiful shores.

After nine days, we had completed our international journey, ready to get back home to our families, lives, and to the loads of make-up work waiting for us at school. It was an amazing experience being in another country, let alone on another continent! Having the privilege to work with the turtles was the chance of a lifetime. It was bittersweet boarding the plane that would take us back to Hawai'i. We were sad to leave the island, but happy to be going home, knowing that we made a difference and helped those 42 loggerheads for the better. We're ever so grateful for being allowed to participate in such an amazing turtle research project. We got the full international experience and created memories to last a lifetime. ■

BARNES FROM P.13

and realistic and in the best interests of all—will be of major long-term importance to the school. And finally, ensuring that HPA always reflects the best of the ethos of independent schools—especially those with a significant boarding student population—will be very important to us as we look down the road.

What will it take to get there? A lot of elbow grease, good will, strategic thinking and, yes, a lot of money, too. And part of the answer also is likely to involve outreach to our alumni base and to various entities and people who are active in the North Kohala area.

How would you describe your management philosophy, management style? I am not one to “talk an issue to death” before making a decision. I try to seek meaningful input and to pursue consensus-building, but, on occasion, there's not a lot of time for either. With respect to others in our organization, I truly believe in the prudent delegation of authority to responsible individuals and adherence by all to the chain of command. No single headmaster can do it all. To think otherwise is pure folly.

There are many exciting capital projects on the horizon with the completion of the school's master plan, i.e., the Energy Lab, Stanford W. Shutes Track, and consolidation. What is the timetable for completing some of the major master plan projects? Nothing is set in stone at this point with respect to any of these projects, but we are hopeful that the natural energy center (still to be officially named) will be brought on line relatively early in 2010, perhaps in time for use during the second semester of that school year. We are in the planning stages now for the Stanford W. Shutes Track; if it could be ready for the spring 2010 track and field season, I'd regard completion by then as a major accomplishment. As for the whole multimillion dollar question of consolidation, there's a Rubic's cube-type project with literally hundreds of questions yet to be answered. As such, it's most likely off in the future, beyond the Energy Lab and the track.

Do you see a long-term market for boarding schools in Hawai'i? Yes, with HPA leading the pack in terms of academics and co-curriculars.

How does boarding benefit our day program? A healthy boarding program can almost always benefit a day program, provided the boarding program is one that is regarded as a fundamental part of a school's identity. In my previous post, we welcomed students from 12 countries and 11 states other than Virginia. Almost all of these were boarders. When mixed with day students from the surrounding area, the diversity was amazing. With respect to academic achievement and the promotion of cultural understanding between and among the different cultures, ethnicities, and races, the results were highly positive.

Is there a role for Saturday school in the long-term? Perhaps, although arguably better uses for Saturday time (life skills exercises, enrichment activities both on and off campus) also might exist.

Fifty years from now, how do you hope people will describe your tenure at HPA? If my tenure at HPA brings a smile to the face and a warmth to the heart of those who remember it (particularly the students educated here during my years), then that would be the best description I could ever hope to receive. ■