Capsule to capture a moment in time

by Kellie Wedemeyer
Ka ‘Ohana Staff Reporter

In 20 years, future WCC students will be able to see what life was like in 2012, thanks to a time capsule containing artifacts reflecting our current culture.

Smartphones? iPods with music? Photos? News articles? Artwork? Music? These are just a few of the many items that will be included in the special capsule that will be placed in a vault and sealed. It will be placed in a vault and sealed. It will be placed in a vault and sealed. It will be placed in a vault and sealed.

The outside of the door is made out of recycled wood from the Manaeo building that was demolished, and on the door is a brass porthole.

“The architect surprised me because they put in a light (that) illuminates the inside,” said Hunt. “You can look through the porthole and build up curiosity about what’s in there.”

This is not Hunt’s first try at getting a time capsule into a building on campus — Palanakila and A‘koakoa being his first two attempts. “We tried to get it into some other buildings, but we were just never able to do it.”

With the Library Learning Commons, Hunt’s perseverance finally paid off. “This is the last big building we will have for 10 or 15 years, and I think this a more appropriate one, too.”
Is Kailua the next Waikiki?

by Joshua Rossen
Ka ‘Ohana Staff Reporter

The tug-of-war goes on between lifelong Kailua residents who want to preserve a once-quiet beach community and those who want more planned growth and commercial development.

The latest flashpoints in this ongoing controversy were Bill 11 from the Honolulu City Council and Senate bill 2072. At press time, both were still being debated, but it’s clear the key issues won’t be resolved anytime soon.

Bill 11, introduced by councilman Ikaika Anderson, would limit commercial wa-tercraft and tour bus activity at Kailua and Kalama beach parks.

A recent Kailua community meeting drew an estimated 200 people — many of whom told City Council members they want a complete ban on all commercial activity.

However, other Kailua-based businesses said an out-right ban would hurt their livelihood and that better enforcement of existing laws is needed.

The reaction by residents to SB 2072 drew some of the same battles.

Introduced by state Sen. Donovan Dela Cruz, the bill would establish “exceptional planning projects” that would be exempt from normal zoning laws, including height limits, and instead be “fast-tracked” for approval by the Department of Planning and Permitting.

The bill would focus on al-lowng projects on land around rail and bus transit stations to be expedited as a way to generate revenue for rail and lessen costs for taxpayers.

Supporters say it could encourage residential development and make housing more affordable as well as create more jobs for the construction industry.

However, the bill has raised more red flags for many Kailua residents.

“This is a bad bill. It over-rides the community land use plans that people have worked to put together for decades,” said Rep. Cynthia Thielen.

“Speeding the develop-ment and carving out these transit-oriented areas, smack in the middle of Kailua, is just foolish. It’s the wrong way to do land use planning.”

Environmental groups are concerned that a quicker ap-proval process for developments could cause environ-mental laws to be undermined.

Other groups say the short-ened approval time would result in less time for public discussion.

What can people do if they have concerns?

“People have the power of the vote. They can voice their opinions to their representa-tives and to everyone else,” says Chris Delaunay, a Kailua att-orney and long-time resident.

Get help launching your career at Ka Piko

by Ross Clare
Ka ‘Ohana Writer

All of us at WCC have walked by the Ka Piko Career Center in Hale‘Akoakoa 130 at least once, if not hundreds of times.

Unfortunately, not many people walk through the door because no one really notices it.

The Career Center at Ka Piko is relatively new, and provides a comfortable, relaxed environment with couches, computers and resources to help you find a career or academic path.

Not only do they help you find a college program, but students can get help with resumes, interviews, and finding part-time and full-time employment on and off campus using Ka Piko Explorations. 

The online Ka Piko Explora-tions program works like CareerBuilders.com, where students can sign up and have access to job postings from 158 different employers at WCC and 728 at LCC.

Out of the 2,600 WCC stu-dents, only 216 have registered for this program and only a small portion of those have actually posted a resume.

Unfortunately, the song remains the same at LCC with only about 700 students en-rolled out of the 4,000.

These are not just any “Joe

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These are not just any “Joe
Get the help when you need it

by Hongyeo Han
Ka ‘Ohana Staff Reporter

I t’s that time again, to register for your next semester. Students get their chance to choose the “best class” or the “best teacher” on a first come, first served basis. But what does it mean to have an “SI” on the list of classes? The Supplemental Instruction Program at Windward, commonly known as SI, targets traditionally difficult academic courses (those that have a high rate of D or F grades and withdrawals). It provides free regularly scheduled sessions with personalized attention to increase student success.

SI at WCC started in the spring semester of 2009. In its first semester, the SI program was offered for only three different sections of one of the “gatekeeper” courses, Hawaiian Studies 107. Since then, SI has grown to include 27 different SI leaders attached to 30 sections in six different disciplines. Windward currently offers SI sessions in accounting, chemistry, English, math, history and Hawaiian studies.

SI does not identify high-risk students, but rather identifies historically difficult classes. The sessions are open to all students in the courses on a voluntary basis free of charge, although some teachers require attendance.

Problem-solving courses like chemistry or mathematics are major obstacles for many students. Students often don’t know how to begin to attack a problem. Many college instructors, on the other hand, do not have time to keep reviewing problem-solving strategies in class.

In general, SI creates a “safe haven” for students to ask questions and develop their skills. Windward’s SI program focuses strongly on such courses. However, some students think that it’s unnecessary to offer SI in some courses. “I didn’t need to go to my history SI at all,” said WCC student Mengling Moulden. “The whole course was pretty straightforward, so I didn’t need any extra help from SI.”

Most importantly, SI is provided for all students who want to improve their understanding of course material and improve their grades.

“The SI sessions helped me understand concepts that were never clear to me in the first place,” says WCC student Madilyn Haag. “It was very helpful.”

The SI leaders are students chosen by teachers from previous semesters who are prepared to share with students what they have learned over the years about how to study. They know the course content and are eager to help guide the students through it.

Loea Akiona, the SI supervisor here at Windward, explained how a student can become an SI leader: “They refer to the instructors, and interviewed, we check for their eligibility and grade point average to see if they are able to work on campus.”

“The most important part of the job is to have the desire to help other students. Once they have shown their ability to do so, they will be trained to be SI leaders.”

“I like being an SI leader because I love helping others, especially with math since it’s very challenging for a lot of students,” said Matthew Maneha, SI leader for Math 135. “I like to make math fun for the students, and when they get better grades, I feel like I’m making a difference in their life.”

The leaders are trained with instructional strategies aimed at strengthening student academic performance, data collection and management details. SI helps students to learn course material more efficiently.

“The SI leaders attend class sessions with the students, take notes, read and assigned material and conduct three or more 50-minute SI sessions each week. SI sessions are designed to integrate how-to-learn with what-to-learn.”

“SI does help students if they attend SI sessions faithfully,” said math professor Welting Landers. “Through the guidance, students need to learn how to organize, summarize course materials and convert that to their own knowledge, then ‘save’ it in their brain permanently.”

SI participants earn higher course grades and withdraw less often than non-SI participants. Also, data demonstrate higher retention and graduation rates for the students who participate in SI.

Out of the 1,079 students involved with the SI program in Fall 2011, about 389 of them attended at least one SI session. Seventy-two percent of those students were considered “successful,” as they got As, Bs, Cs, or credits.

For the other students who chose to not attend any SI sessions available to them, the withdrawal rate was 32 percent, significantly lower than those who used the SI program. The withdrawal rate was also higher for those who did not attend SI according to the SI results provided by Akiona.

Students who attend SI sessions become actively involved in the course material as the SI leaders use the text, lecture notes and supplementary readings as the vehicle for refining skills for learning.

“I think attending SI sessions is one of the best things a student can do to ensure a good grade,” said Scott Sutherland, former SI leader, “In my opinion, when collaborative learning techniques are employed, students become more engaged.”

“With SI sessions, we try to get the students to participate and to teach one another. We know that students learn the most when that level of interaction takes place.”

New building, more opportunities

by Kalanikoa Elderts
Ka ‘Ohana Staff Reporter

I n about a year, WCC’s Hawaiian Studies program will have a larger, more spacious home.

For the past few years, Hale A’o has held classes for the WCC Hawaiian Studies (HWST) program between Hale A’o, Hale Palanakila and other buildings on campus.

But this summer renovation work will begin for a new addition to hold all of the HWST programs in one facility.

The HWST program received a $4 million federal Title III grant in 2010 for building construction and curriculum expansion, but other factors also had to be taken into account in the planning.

Hale A’o is more than 50 years old, as are many of WCC’s original buildings.

“Fifty years or older falls under the area of state historic preservation,” explained Peter Kalawai’a Moore, who is the Hawaiian Studies coordinator.

“We were able to negotiate our plans to satisfy the law(s). Four classrooms and space for a commercial kitchen will be added. The kitchen will be used mainly for the la‘au lapa‘au class and also for the cultivation of taro.

The new addition will also have a performance area. The area behind Hale A’o is about 1.25 acres with space for a mālā (dry-land taro patch) which professors will be able to use in their curriculum. Estimated time for completion of the renovation is 10 to 12 months.

Architectural rendering of the addition to Hale A’o to be completed within a year starting this summer. The building is going to hold four classrooms and a kitchen for the Hawaiian studies program.

Prize winners from April Issue

Congratulations, April Fool’s winners!

Kevin Morimatsu, Hendricks Hicks, Hannah Carroll, Jill Butterbaugh and Ashley Sonoda were the first five students to correctly identify the April Fool’s story, “Pumpkin King Crowned,” in last month’s issue. They will each receive a $20 Starbucks gift card. Thanks to all who entered!
Rain Bird: Just for grins

by Ally Irving
Ka ‘Ohana Staff Reporter

R

 rumor has it that this year’s Rain Bird launch party May 10 will be swarmed by protesters—a group calling themselves “Occupy Rain Bird,” the 99 percent who have never been published in the Rain Bird.

Although they’re considered harmless, magazine advisor Robert Barclay said, “We’re not clear of their demands, but it’s their First Amendment right to protest.”

When interviewed, one of the protesters, who preferred to remain anonymous, said, “My mom liked my poem, so I don’t know why Rain Bird didn’t.”

Since its first publication in 1981, Rain Bird has been an outlet for students to showcase their creativity. Poems, essays, short stories, photography and other art work fill the pages.

“‘It’s something the students can be proud of,” said Barclay.

The newest publication, L’MAC, is chock full of “yucks and chuckles.” “We decided to have a little fun this year,” said Barclay.

Each year, the Windward Arts Council chooses two recipients for the Golden Plover Awards in excellent writing. This year the winner for the Writing Retreat is D. F. Sanders for her poem “Bookmarks.” The student writing winner is Grant Adams for his story, “Roy’s Return.”

Along with these awards, the Rain Bird staff presents the Kolekole Awards to the students who best illustrate the theme of the issue.

Ilma Stern received an award for her poem “Nekid Mom.” Jocelyn Ishihara was recognized for her short story “For a Fall of Water.” Audrey Chang received an award for her painting, “There they Go Again,” which is featured on the cover.

Rain Bird provides students a venue for publication and ingenuity. “The publications and awards are great for students’ resumes,” said Barclay.

As an added bonus, the WCC Film Club will be debutting its most recent project, a French film, “Une Nuit A Bru-no’s.” Each semester, members write, direct, produce and star in their own original productions.

Festivities are set to start at 6:30 p.m. in Hale ‘Aloha. Guests are welcome to partake in food and entertainment.

For more information on Rain Bird, the launch party or the Film Club, email rainbird@hawaii.edu.

The 2012 Rain Bird cover, “There they Go Again” by Audrey Chang. The launch party is May 10.

Ka ‘Ohana nabs first place national award

by Ka ‘Ohana News Staff

Ka ‘Ohana has garnered another first place national award from the American Scholastic Press Association. The competition, based on a point system, provides feedback to the newspaper staff on strengths and areas to improve in content, page design, general plan, art, editing and creativity.

Kaneohe scored 930 out of 1,000 possible points. The judges wrote, “You have an excellent school newspaper, which shows the creativity and journalistic knowledge of your editors, reporters, photographers, graphic designers and advisor. Congratulations to all on your first place award.”

Ka ‘Ohana is produced by students in the JOUR 285 (Wi-news paper lab) and JOUR 205 (Wi basic newswriting) classes. The courses help students understand print, online, TV and other media coverage and how to produce compelling, well-written stories and visuals. The lab course provides hands-on training in the whole news gathering process—from writing and editing articles to graphic design, photography and website management.

“I’m so proud of our Ka ‘Ohana staff and our journalism student writers,” said advisor Libby Young. “We’re also very grateful for the tremendous support we’ve received from everyone on campus in covering news and events.”

Prestigious internship scored by WCC student

by Katherine Palmer
Ka ‘Ohana Co-Editor in Chief

Each year the Hawaii Chapter of the Society of Professional Journalists (SPJ) selects an elite group of college students as recipients of its highly competitive summer internship program.

From a pool of around 60 well-qualified journalism students, a dozen are chosen for the 10-week, paid position. This summer, WCC’s own Manjari Fergusson, will be working in community relations at Alexander & Baldwin, Inc., one of Hawai‘i’s oldest and largest companies.

“I’m so stoked and excited that I’m getting this opportunity!” said Fergusson. “I feel working on Ka ‘Ohana this semester has really given me a leg up.”

Articles written for Ka ‘Ohana were used as writing samples for her application.

She believes it helped to make her a stronger candidate against the group of journalism majors from four-year universities.

Fergusson said she’s looking forward to gaining a new perspective on journalism, meeting new people and working in a professional environment.

“I’ve always liked writing.” recalled Fergusson.

At 12, she took a journalism class and enjoyed it so much that writing became a definite career option for her.

At WCC since 2010, Fergusson joined the staff of Ka ‘Ohana this semester. It was through the Journalism 285V class that the internship opportunity came to her.

Libby Young, advisor for the campus newspaper, has seen several of her students selected over the years for this coveted program.

In fact, Fergusson’s brother, Bali, received a Honolulu Star-Bulletin SPJ internship in 2008 when he wrote for Ka ‘Ohana.

Along with her writing samples, Fergusson was also required to take an hour-long internship test and answer open-ended questions.

Fergusson plans to attend UH Mānoa next semester as a...
Snowden: More time to paint

by Ka ‘Ohana
Staff

In his typical, self-efficient way, WCC art professor Snowden Hodges didn’t want it widely known that he was retiring at the end of this summer. But word travels fast when the man who founded and built WCC’s acclaimed art program wants to take his leave. “It’s going to be a big loss,” said art instructor Jonathan Busse. “He’s helped so many students pursue their dreams. He’s always told them, ‘Do what you love, and you’ll find a way to make it work.’” And what is Hodges going to do in his retirement? “Paint!” he said emphatically. “I have three 4 x 6-foot canvases primed from 20 years ago waiting for me.” Hodges was hired in 1981 as WCC’s first full-time art teacher and has created, along with his department colleagues, the only traditional, classical art program in the state. He also founded the Ateilier Hawai’i summer program, in which talented artists of all ages immerse themselves in the classical techniques of drawing and painting as they were practiced by the European masters of the realist tradition. Hodges himself is a master artist, recognized locally, nationally and internationally for his paintings and drawings. His work is in public and private collections in Hawai’i, the U.S. mainland, Europe and Asia. But what endears him to his legion of students and art graduates is his encouraging demeanor as a teacher and his perceptive insights as an artist. For his part, Hodges looks back on his years at Windward with gratitude and appreciation. “It’s always about the students — helping the ones who are brilliant, who have the potential for brilliance and the ones who don’t even know they’re brilliant,” he said with feeling. “It’s been wonderful that we in the art department all seem to be on the same page. They (the faculty) are all so talented and dedicated.” So what does it take to be a great artist? Hodges shook his head, paused, then said, “Focus, dedication and practice, practice, practice. That’s what, as they say, it takes to get to Carnegie Hall. You have to take the art, but only time will tell if you’re truly great.”

Oshiro named Cades winner

by Marie Herr
Ka ‘Ohana Staff Reporter

WCC English teacher and poet Janine Oshiro has been named a 2012 winner of the Elliott Cades Award for literature for her first book of poetry, “Pier.” The award is hailed as the most prestigious literary honor in the islands. The Cades Awards for Literature have been given annually since 1988 to two artists — one whose career has been long established and one “emerging” writer who is in the early stages of being recognized for his or her work. Charlotte and Russell Cades created the award in memory of Russell’s brother, Elliot, who was a teacher and lover of literature. The winner of the “established” writer award this year is poet Garrett Hongo, honored for his lifetime of work in and out of Hawai’i. Oshiro says she didn’t apply but was chosen by the Hawaii Literary Arts Council, the non-profit group that organizes the Cades Awards. “They just pick you,” she says of the selection process. When she was notified about the recognition last month, Oshiro says she felt excited and thought it a great honor and privilege to be singled out for the award. “There are amazing writers out there who don’t get recognized,” Oshiro adds. “I didn’t set out to write a book,” Oshiro says of “Pier,” her award-winning collection of poetry. Oshiro credits a thesis manuscript from graduate school as the start of her book.

MANJARI: SPJ intern

“Big Happiness” by Matt Terekina
Ka ‘Ohana Staff Reporter

“The goal of the program is to engage the college and community in a sustained discussion of a single book and can include a variety of perspectives,” explained Brian Richardson, who is WCC’s Dean of Academic Affairs. “Next fall’s book, “Big Happiness’ is a good choice for our campus because of the way it connects to the community and to the issues that we are facing,” said Richardson. “It will also connect very well to many of our courses.” “Big Happiness’ is the biography about journalism. “Be prepared to be nosy and ask lots of questions,” she says. “And just work hard because if your story gets published, you want it to be something you can be proud of.”

Pursuing a career in art

WCC art student Megan Kawamata has received a $1,000 scholarship from the Windward Artists Guild to attend the college’s Atelier Hawai’i program this summer. Without it, she said she would have had to turn to even consider participating. “I work to pay for school and other bills,” she said. “This is such an honor.” The award was made possible through WAG’s Ruth Johnson Memorial Fund, to which members generously donated. Ruth was the wife of recent past president Don Johnson and a mainstay of the organization, according to education chair, Gayle McKellar. “Megan is a person we knew had a really bright future,” said McKellar. “We’re glad we have a hand in helping her reach her dreams.” Kawamata said she’s grateful to WAG and the art teachers at WCC. “They’ve all been amazing,” she said. Kawamata expects to graduate this spring and is looking at different art schools on the mainland to pursue her field.
Cool reads for a hot day

**Giver**

Like “Hunger Games,” Lois Lowry’s novel, “The Giver,” is set in a futuristic world; a society where everything from emotions to career is controlled.

Jonas is the protagonist who finds himself given a life assignment during the Ceremony of Twelve as the Community’s next Receiver of Memory.

Jonas’ training requires physical pain, something he has never experienced. He learns through telepathy that the world was once filled with pain, war and hunger. But he also learns of true love, joy and family.

“The Giver” allows its reader to ponder the what ifs of society. This book is the first in a trilogy and is due for a 2013 movie release.

There’s an app for that

**Flixter** (iPhone and Android)

Flixter lets you take notes, capture photos, create to-do lists, record video reviews and makes these notes completely searchable, whether you are at home, at work or on the go.

**Evernote** (iPhone and Android)

Evernote lets you take notes, capture photos, create to-do lists, record video reviews and makes these notes completely searchable, whether you are at home, at work or on the go.

**Soundhound** (iPhone and Android)

Soundhound is the fastest way to find and explore music. By holding your phone up to a speaker, Soundhound will name the tune in less than 5 seconds! The music browser offers YouTube videos and more.

**Draw Something**

Two players alternate turns between drawing a picture for the other to guess. After the drawer has finished drawing, the guesser will view an instant replay of the drawing.

**Draw Something**

(introductory text)

**Flixster**

(introductory text)

**Evernote**

(introductory text)

**Soundhound**

(introductory text)

**Draw Something**

(introductory text)

New non-credit classes hit the stage

The Windward Theatre Institute is offering some exciting non-credit classes this summer for actors and writers looking to expand their skills with new WCC drama instructor Nicolas Logue. Any students interested in acting, writing, stage combat or improv can enroll in any of the following:

**Introduction to Acting**

8/25 & 9/1, 6 - 9 p.m., $90

**Stage Combat: Unarmed**

7/14 - 8/4 (4 mts), 11 a.m. - 1 p.m., $120

**Screen & Playwriting Master Class**

8/25 & 9/1, 7 - 9 p.m., $120

**Evernote Made Easy**

8/25 & 9/1, 6 - 9 p.m., $90

**Auditions Made Easy**

8/25 & 9/1, 6 - 9 p.m., $90

**Stage Combat: Basic Swordplay**

7/14 - 8/4 (4 mts), 7 - 9 p.m., $120

**Introduction to Improvisation**

7/14 - 8/4 (4 mts), 7 - 9 p.m., $120

**Writing for Stage & Screen**

6/16 & 6/30, 1 - 4 p.m., $90

**Shakespeare**

7/14 - 8/4 (4 mts), 1:30 - 3:30 p.m., $120

**Stage Combat: Basic Swordplay**

7/14 - 8/4 (4 mts), 4 - 6 p.m., $120

**Stage Combat: Basic Swordplay**

7/14 - 8/4 (4 mts), 4 - 6 p.m., $120

**Stage Combat: Basic Swordplay**

7/14 - 8/4 (4 mts), 4 - 6 p.m., $120
Jamie Boyd’s project of passion

by Munjari Ferguson
Ka ‘Ohana Staff Reporter

Overcoming adversity is something Dr. Jamie Boyd knows a lot about.

A mother of two before her high school graduation, she went on to earn her doctorate and receive national recognition for the certified nursing program she started at WCC.

Before March 7 during Women’s History Month, Boyd talked about the importance of education and emphasized taking others’ needs into consideration before your own.

“My grandma would say, ‘Pay attention, sit still, open your eyes and see what’s happening to others, besides just I’m comfortable.’” That approach to life instilled in Boyd the desire to help others.

Boyd is WCC’s health programs coordinator and designed the award-winning program Pathway out of Poverty, which eliminates barriers to completing college. The program helps students move ahead from CNA (Certified Nurse’s Aide) to LPN (Licensed Practical Nurse) and RN (Registered Nurse) and get higher training to earn a living wage and live healthy.

Boyd was raised in foster care from age 8 after her grandma, who was pure Hawaiian, died. She said she developed a greater sense of looking out for others, “knowing the queen (Lili‘uokalani) had left her entire estate to look after disadvantaged and orphaned native Hawaiian children.”

Boyd explained she “I could not have done it all without a community of resources. There was a lot I wouldn’t have known about without one teacher, one counselor, one clergyman saying to me there are resources for you. I couldn’t have achieved everything without those resources,” Boyd said.

She earned her doctorate on a full-ride native Hawaiian scholarship in 1999, with a commitment to serving the people of Hawaii.

Eventually making her way to Windward’s campus after working seven years at Leeward CC, Boyd said, “I was only willing to come here if I was finally able to be a nurse and an educator at the same time and address the students’ Ill health, inability to take care of themselves and and inability to manage pleasurable (family) relationships.”

Boyd poured her desire to help others into her program Pathway out of Poverty. “In health care, there is a lot of literature pointing out that motivation is the main point of cure. We keep preaching to people that they need to stop drinking and stop smoking, but if they don’t plant the first seed of motivation, we can’t accomplish anything in health care.”

She continued, “I have to say, thank God for WCC. I’ve been in other environments where they push back a lot. ‘You can’t do that, you’re a teacher, you aren’t supposed to be in the garden. You’re supposed to teach nursing, you can’t build pathways.’ I’m very grateful.

Windward didn’t do that. It did say, ‘If you can fund it, do it.’”

The one thing that bothers her? “I am trying to create an indigenous school of nursing where the whole student matters rather than just the GPA. To that end, I’m saying to the university, really, you have one native Hawaiian in the state of Hawaii telling you what is healthcare for Hawaii? You, who are not Hawaiian, are telling me to get my own funds and make my own program, for foreigners? That’s really hard for me.”

However, Boyd is happy with where she is in her life now and feels that her program is her vision come to fruition. She has nurses in the garden, in cooking classes and knowing what makes the patient healthy from the inside out.

“The nurse who understands the patient from the healthy perspective is really the dream nurse to me. Not everything can be diagnosed in a lab,” said Boyd.

Princeton bound

by Henech Marquez
Ka ‘Ohana Staff Reporter

I thought, ‘Wow! I need to be in Princeton Bound immediately.’ I would be stupid to let this opportunity pass by,” said Kathy Yuen, a Kalāheo senior heading to Princeton this fall.

Kathy Yuen, a Kalāheo senior, is grateful for Upward Bound.

Kathy Yuen is very thankful to UC Berkeley, UC San Diego, Harvard, Yale, Stanford, Pomona and UH-Mañoa.

Yuen is the youngest child of parents who left Southern China 25 years ago and immigrated to Hawai‘i. Both her two older sisters graduated from UH-Ma‘noa with their bachelor’s degrees, but she is the first to study out-of-state.

She said Upward Bound offered her a solid foundation to prepare for college.

Throughout the summer, the students lived at the dorms on the UH campus.

For six weeks every week- day morning, she and her classmates boarded a bus to WCC to attend college-level classes until 2:30p.m.

Without Upward Bound, Yuen believes she would have attended UH Mānoa like her sisters and not applied to other colleges.

“I know it (the acceptance to Princeton) would never have happened without Upward Bound. I originally said, ‘No, I didn’t want to apply.’ I didn’t think I would make it in. It wasn’t until one of the counselors really pushed me, that I applied.”

Yuen also applied to nine other colleges, including UC Berkeley, UC San Diego, Harvard, Yale, Stanford, Pomona and UH-Ma‘noa.

At the time she thought, “If I’m not going to be a manager, what will I be?” Rogers had major dreams about expanding her knowledge and working in a different career field.

She had no idea that one day she would end up with the job she has now as WCC’s counselor for adult learners.

She said she loves her work because she understands the anxiety of changing your life course.

“IT is never too late for someone to start or finish school,” said Rogers.

“Credits never expire,” she added. Whether you went to school 20 years ago and want to attend Windward now, you will still get credit for the classes you passed. “School is for everyone,” she said.

Current student Kukana Kama-Toth, 32, is a busy mother of five who recently decided to attend WCC. “My kids are all old enough now for me to further my education,” she said.

She said she manages to squeeze in homework and still find time to coach volleyball and do hula and other activities. It doesn’t matter how old you are or how life was in the past, it’s always an option to better your future and go to school. “It’s never too late to achieve your dreams. Contact Carla Rogers at (808) 235-7587 or at crogers@hawaii.edu for more details.

School is cool!

by Heather Stephenson
Ka ‘Ohana Staff Reporter

Life throws everyone curveballs. Because of this, many people have no choice but to put their education on hold. Whether they had to stop because of pregnancy, finances, relocation, or military-related reasons, it’s never too late to attend Windward Community College—one step closer to achieving your dream job.

Carla Rogers exemplifies what a non-traditional student faces. Twenty years ago, she was a successful 40-year-old hotel manager when she drove past WCC one day and saw a sign with the words “Register for classes today.”

At the time she thought, “If I’m not going to be a manager, what will I be?” Rogers had major dreams about expanding her knowledge and working in a different career field.

She had no idea that one day she would end up with the job she has now as WCC’s counselor for adult learners. She said she loves her work because she understands the anxiety of changing your life course.

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May 2012
A call for a peaceful generation

by Akela Newman
Ka ‘Ohana Staff Reporter

The Dalai Lama addressed the next generation of world leaders April 14 in the Stan Sheriff Center and emphasized educating their hearts as well as their minds.

The self-described “simple, Buddhist monk” received a standing ovation from over 9,000 Hawai‘i high school and college students when he walked on stage during Jack Johnson’s last song as part of the preceding entertainment.

Johnson said, “I’ve opened for a lot of big artists, but nothing this big...I’m honored.”

Born in 1935, the Dalai Lama came into his role when he was two years old, began studying at age six, and at fifteen he assumed full political power of Tibet.

When he was nineteen, the Dalai Lama traveled to China to pursue peace between their two countries, but five years later he was forced into exile.

Pam Omidyar, prominent sponsor of the Pillars of Peace event, pointed out that by the time he was high school/college age, the Dalai Lama had become a spiritual and political leader and a prominent advocate of peace through dialogue and understanding.

She encouraged the audience that despite their youth they were capable of just as much goodness and peace, inwardly and outwardly.

“The thing about renewability, according to their website, the farm will provide a continuous energy output for the grid. According to Peter Rosegg, a spokesman for HECO, “First Wind will sell available energy to HECO at predetermined prices for the next 20 years, providing a valuable hedge against fluctuating oil prices.”

So, how does the wind farm work exactly? The turbines, with their three-blade propellers, stand 493 feet tall. When the wind picks up to 8 miles an hour, the propellers spin and generate electricity.

If wind speeds get to 55 miles an hour, they shut down to avoid damage.

“The turbines have a strong performance track record with more than 3,500 installed globally and meet the technical requirements of the Hawaiian Electric grid,” says Rosegg.

Most of the electricity in Hawai‘i is produced from oil, so the unpredictable oil prices are directly correlated with the price of electricity in the islands.

On the mainland, much of the electricity is produced from coal, natural gas and nuclear plants.

“The wind farm and other renewable projects will help keep the price of electricity in the islands low because we will be relying on local sources at a fixed price instead of unpredictable foreign oil prices,” Rosegg said.

Using more local renewable sources of energy means that less oil is being burned and less carbon emissions are produced.

Other than wind, bio-fuel and solar energy, we also have geothermal energy.

Geothermal is harnessing the steam and heat produced from magma that gets trapped under the solid rock.

Puna Geothermal Venture on the Big Island is the only producer of geothermal heat in Hawai‘i and generates 30 megawatts of energy from the Kiluaea volcano, according to their website.

It produces no emissions because the excess geothermal fluid and gas after being converted to energy is injected back into the earth.

It is also a continuous flow of energy unlike the wind farm because if there is no wind, then no electricity is produced.

The Puna plant generates about 20 percent of the energy needed on the Big Island.

If it expands, it could provide the entire island with power, according to their website.

On O‘ahu is an older island and may not have any hot spots left to tap into.

“The thing about renewables is you have to take it where you can find it,” Rosegg said.

“O‘ahu has the most potential for geothermal energy, but O‘ahu is an older island and may not have any hot spots left to tap into.”

The first was the promotion of nonviolence (peace), the second was promotion of religious harmony (equality of humanity), and lastly, promotion of human value (trust and friendship), he said.

As the audience poured out of the Stan Sheriff Center, people smiled and spoke kindly to each other. One student exclaimed to her friends, “That was awesome...I feel amazing!”
Ever wonder how the legendary Hokule'a sailed across the Pacific without using any modern technology? How was Nainoa Thompson able to navigate the canoes using only the stars and surroundings? Now you can learn the answers firsthand. WCC was the first community college to create the Polynesian Voyaging curriculum in spring 1986 in conjunction with UH Mānoa. The course was then offered in Fall 1986.

The course is a unique blend of modern science and technology with ancient technology and culture," said Dr. Joe Ciotti, the program coordinator.

There are three main components to the program:
• Seafaring - learning the fundamental skills of sailing.
• Stewardship - understanding the impact that settlement has upon the land once the voyage's destination is reached.

Currently, this course counts towards a humanities credit, but in the future it may count towards a physical science credit.

The course will be taught in the science building, Hale 'Imiloa; however, the lab will be held at Kualoa where WCC's three sailing canoes — Hō'omana'o, Kīlopua and Noa — are docked.

"We're not mainlanders who come to Hawaii's saying how do you talk and documenting it and that's it. We're very interested in giving information back to the community in some way," Grama stresses.

All parts of Hawaii have a different way of communicating, either through hand gestures, eye contact and, of course, language.

From proper English to pidgin, all kinds of people in Hawaii have a way to make their voices heard. This shows that language is forever changing; therefore, this project may go on for several generations.

For those interested in participating in this study, feel free to contact Grama at igrama@hawaii.edu or at (818)-606-5877 or principal investigator Katie Drager at kdrager@hawaii.edu.

The results of the interviews will be available to the public once the team has gathered and analyzed all of its data.

"We're interested in how language is used in Hawaii," explains Grama.

"There is a huge diversity of ethnicities here. This is a very, very unique place to look at language. Hawaii is the first and still is the only majority minority state."

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"We're interested in how
What would you put in a time capsule?

I would put an iPod, chopsticks and saimin, a set of men’s and women’s clothes, a newspaper, People magazine, Wall Street Journal, pictures of new model cars, current real estate listings, and sports memorabilia from current teams.

—Kathy Hanson

I would put a thumb drive full of modern music, a memoir to reflect the type of person I was and to illustrate the times, along with some ideas of political opinions. I’d also place photos of areas that might dramatically change, such as convenience stores, shops, towns, coastlines, hikes, people, etc.

—Jeffery Green

I would write a letter to a fellow student. In that letter I’d let them know how my experience here at WCC shaped the person I hope to become. I’d write about the fears I had as a student, what our professors were like, and the expectations I had. I’d share stories about my reaction to what was going on in the news. I’d ask them to keep WCC alive with diversity and rich with culture.

—Francesca Humm

I would put in a microwave. Our generation has been called the “microwave generation” because life is so hurried and fast-paced. People no longer take time to think and study an answer but rather look it up fast on the Internet. The microwave perfectly describes our generation as centered on instant gratification.

—Joseph Flores

I would throw in the movie “2012” and a book full of Chuck Norris facts.

—Israel Kealoha

I would put an Obama bumper sticker, junk food (because we eat a ton of it and it will still be edible in 50 years when the time capsule is opened), and a Hello Kitty lunch pail. It was popular when I was a kid, it’s popular today, and will be popular in the future.

—Sara Coates

I would put anything and everything Apple related. I think the “i-revolution” is the definitive statement of this generation/decade. And by encapsulating i-products, we could store music on iPods, news on iPads and iMacs, and visual media on any of the products.

—Angel Thomas

I would put Roy Fujimoto in the time capsule because he has a lot of knowledge and makes you think differently. Not everyone sees it, but he makes a difference in many lives and can be valuable to the future of WCC.

—Wallace Kaimoa Choy

I would put a copy of every child’s book in the time capsule because by the time someone opens the capsule there might be no books to read. I think we live in a world that is overrun by computers and electronics. I would put in a book so that at least my kids will know what one looks like.

—Kawika Miranda

I would put Facebook memorabilia. Facebook is the biggest fad to hit this generation. It’s the most popular means of communicating today.

—Hi’aka Jardine

New class gives immersion opportunity

by Naomi Anderson

Ka ‘Ohana Staff Reporter

Many people have trouble learning a new language because there is not enough time to practice speaking it. A new fall course, Basic Japanese Conversation (JPNS 197), gives you that time. The three-credit class and will be held on Mondays and Wednesdays from 8:30-9:45 a.m. Akiko Swan, WCC’s Japanese teacher, thought it would be a good idea to have an immersion class for students to take along with the 100-and 200-level courses. An “immersion Japanese program that concentrates on speaking would be ideal for anybody who wants to learn the language,” said Swan. “It would also help reinforce what a student has already learned so that the student can do better when continuing to study a higher level of Japanese.” The course will focus on speaking in and listening to the Japanese language in daily life situations. It is suitable for anyone who comes into contact with Japanese-speaking people in their daily lives, but who have little or no knowledge of the language.

“I think this class will definitely be beneficial for students,” said Matthew Amaral, a WCC student enrolled in JPNS 102. “This will give students more time to practice their language skills.”

‘Big Happiness’ from page 5

Yokozuna,” a biography of Akebono, one of the most famous sumo wrestlers to come out of Hawai‘i. Kipapa was one of the main sources for that book. Kipapa was given the sumo name “Daiki,” which means “big happiness,” so Panek found it fitting to make it the title for his book. “Kipapa was that kind of guy,” said Panek. “He could really light up the room with his presence.”

The one thing Panek wants readers to understand is that you can’t look down on someone because of drug use and that they don’t necessarily choose to be addicts. “They are genetically wired to addiction just as I am genetically wired to be bald,” he added.

Panek said his message is to not ignore the signs of addiction and to do something about it.

“I want them to not be like me,” he explained. “Don’t make the mistake I made in not helping. If you’re not helping, then you’re just part of the problem.” For a copy of “Big Happiness,” you can check at your local UH bookstore or buy it online at http://www.uhpress.hawaii.edu. It is also available to borrow at the WCC library as a two-week checkout.

“Transferring to HPU was a great decision...

HPU accepted almost all of my credits while other colleges did not. From the moment I registered, I felt as though my education was just as important to HPU as it was to me. The advising staff was always available whenever I had questions about classes and my educational goals. This gave me a sense of security, knowing that someone was there to help guide me. The faculty were always available too; I could meet with them whenever I needed advice. I’m glad I chose HPU, and that I’m graduating with my Bachelor’s degree from such a great place!”

—Lorrie Kim, Travel Industry Management, Class of 2008

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Striving for a violence-free campus

The “Violence-Free WCC” event April 18 was “educational, interactive, fun and successful,” said participants about the community booths and entertainment. Organized by student volunteers, the event was a project of the WCC Sexual Violence Prevention Task Force, in collaboration with AAUW, the Service-Learning department, and sponsored by Psi Beta honor society and other campus groups.

Wilhelm: Sharing art and finding healing

On a quiet Saturday morning, a group of women sat and waited in WCC’s Design Studio for artist Esther Anne Wilhelm to start her workshop. Surrounded by colored papers, scissors, and magazine pages, the participants exchanged shy smiles, not knowing what to expect.

Wilhelm began to share her life story. She spoke of her childhood and the severe abuse, rape and abandonment she had to overcome.

The artist also shared with the class how she was living with PTSD (post-traumatic stress disorder) and having to overcome physical pain from a recent hit-and-run car accident.

"It’s never easy talking about trauma," explained Wilhelm. “Everyone here is at a different place.”

She explained how her healing through art was an accidental event and that she wasn’t a doctor or even a professional artist.

Wilhelm was poised as she spoke about her emotional and mental triggers — how plants and sleeping during the day could transport her back to the dark moments of a childhood she was still trying to understand and overcome.

The class was urged to create “postcards from the edge,” a multi-media art project, to explore their own healing through art expression. Wilhelm shared her art supplies and told the class to use anything from receipts to magazine pictures and words to bring forth unresolved issues.

She urged them to seek out their trauma through visual representation of events that might be too painful to speak about.

Towards the end of the class, Wilhelm asked the women to share their postcards. Most chose to remain anonymous. Some were open and ready to share their own trauma stories.

"Remember, you can remain anonymous," Wilhelm called out to the class. “You can put your postcard away or place it on the table. Either way, I’ll start with telling you about my own postcard.”

As each person shared, the room listened to stories of forced drug use, sexual and mental abuse or rape by trusted friends and family members. Anger and tears flowed for their own and each other’s pain.

But laughter was also heard, as the women were able to laugh at their sometimes clumsy journey toward a pain-free future. The group promised to keep in touch and exchanged words of encouragement and handed out business cards.

Wilhelm accomplished what she had set out to do in her first healing workshop. Her willingness to share her art allowed a roomful of strangers to learn to confront their own dark past and start on their own journey to healing.