

KULĀIWI Lesson 19

INTRO: The following is a presentation of Kamehameha Schools Bernice Pauahi Bishop Estate.

CROZIER: Aloha mai kākou e nā hoa makamaka o ka ‘ōlelo Hawaii. Welcome to Kulāiwi. This is Number 19 in a series of twenty-four Hawaiian language lessons sponsored by Kamehameha Schools Bishop Estate, in collaboration with the State Department of Education. I'm Ekela Kaniaupio-Crozier, and I'll be your kumu for today. And I hope that your week went fine, this was maika'i, and Hawaiian language has been a part of your life every day, or somehow you found a way to fit it in. I remember when I was small, my grandfather said, As soon as you wake up and you brush your teeth, you should be praying. And I still agree with that, but I also think that as soon as you wake and you start brushing your teeth, you should be looking at yourself in the mirror and say to yourself, Aloha kakahiaka. Yeah, and start your day speaking Hawaiian, you know, and then find ways in your day to use your Hawaiian language. It's easy. You know, you get in the car, you turn your radio on to the Hawaiian stations. Not any plug or anything, but you know, Hawaiian stations, and listen to Hawaiian music and see how much you understand. I know a lot of people have been calling, or people I run into will say, Wow, you know, I'm so amazed at how much I understand now in songs. You know, and that's what it's all about, to help you understand. Of course, you know, that's the first step in language acquisition or learning a language, is to understand, to comprehend. And then the second step is, of course, to try to speak. So mai hilahila, don't be shame. You just get out there and give it your best shot, and try the language out on anyone. And especially people who really care about you learning, and want to help you to practice.

Just a reminder. There are different hui kama'ilio, groups that meet specifically for the purpose of speaking Hawaiian and perpetuating Hawaiian language, and they're open to students of Hawaiian language, anyone who speaks it is invited to come. And if you're interested in joining one of these groups, or meeting with them, please give us a call on the Kulāiwi Hotline. Remember that the Kulāiwi Hotline is available for you to ask questions, leave comments--nice kind comments, okay, or concerns about Hawaiian language. Or else, if you would like to practice what you're learning on Kulāiwi, or if you would like answers about questions that you may have, you know, or you want to know about activities concerning Hawaiian language, or you want to know where you can go to take Hawaiian language classes, remember that the Kulāiwi Hotline is there for you and for your concerns about Hawaiian language. So call us at 842-8059; 842-8059. And I promise to get back to you as soon as I can. Okay? Hiki nō.

All right. Today, we have a very special guest. And he's the executive director of the Kaho'olawe Island Reserve Commission. And I realize that he has a very big task ahead of him, but he carries out the work that the commission would like to be done for the Island of Kaho'olawe. If you haven't followed the story about Kaho'olawe, perhaps this is a good time to start reading up and finding out what happened, and finding out where we're at today as far as the cleanup of this island and the different things that need to be done. But we're going to talk personally about his experience as far as learning Hawaiian language, and how it works in his everyday life. So without too much wala'au, and like we've been saying in the past lessons, lawa paha ka wala'au. Okay? Sit back, enjoy, and I'll be back to tell you about the vignette we're going to see today. A hui hou.

VIDEO WITH KEONI FAIRBANKS

CROZIER: Pehea oe?

FAIRBANKS:Maika‘i.

CROZIER: Maika‘i.

FAIRBANKS:Mahalo.

[00:04:56.05] HAWAIIAN LANGUAGE CONVERSATION

CROZIER: Maika‘i. Hiki nō. No laila, mai ha‘alulu. ‘A‘ole pilikia. Hiki iā kāua ke kama‘ilio

FAIRBANKS:Hiki nō.

CROZIER: ‘Ae. No hea mai ‘oe?

FAIRBANKS:No Honolulu nō, no O‘ahu nei.

CROZIER: ‘Ae, like pū me a‘u. ‘Ae, he aha kāu hana i kēia ...

FAIRBANKS:‘Ae akā ‘oi aku kou makua ia‘u.

CROZIER: Akahahele, ‘elua mahina wale nō. A kokoke nō! No laila, he aha kāu i hana ai kēia kakahiaka?

FAIRBANKS:Ko‘u hana kēia kakahiaka?

CROZIER: ‘Ae, ua holo ‘oe kēia kakahiaka or just ala a ho‘omākaukau e hele mai?

FAIRBANKS:Ala wau ho‘omākaukau no kēia lā nui e hele i kou hō‘ike nei. Mahalo nō wau kou kono ia‘u.

CROZIER: Well, he mea nui ‘oe i ko‘u ola. No laila, hiki paha iā ‘oe ke wehewehe mai iā mākou ma ka ‘ōlelo haole i ka ho‘omaka ‘ana o kāu ‘imi i ka ‘ōlelo Hawai‘i. Oh, hiki ke ho‘omaka ma ka ‘ōlelo Hawai‘i a ma hope ... unuhi. Hiki nō.

FAIRBANKS:‘Ae, ho‘omaka au i ka ‘ōlelo Hawai‘i i ku‘u wā hele i ke kulanui. Hele mua au i ka ‘āina nui, ‘Amelika, a makemake nō au e ho‘i i Hawai‘i nei a a‘o i nā mea Hawai‘i. So, ho‘i wau i ke kauwela. Aia nō wau i ka papa ‘ekahi o ka ‘ōlelo Hawai‘i. Ka papa ‘ekahi ma ke kulanui. A ‘o ko‘u kumu mua ‘o Kalena Silva.

CROZIER: Ua maika‘i nō ‘o ia.

FAIRBANKS:‘Ae, he kumu maika‘i nō ‘o ia. A hoihoi nō wau i ka ‘ōlelo Hawai‘i. A ho‘i wau i ‘Amelika no kēlā kau kula a‘e a ko‘u makahiki ‘elua me Haunani Bernadino. ‘O ko‘u mau makahiki mua a me ka ‘elua, aia nō ma ke kauwela. A maika‘i nō kēlā. Pōmaika‘i nō au. Hiki ia‘u ke hana i ka pō. Hana au i ke cannery...

CROZIER: Oh, ‘ae

FAIRBANKS: ...i ka halakahiki, a i ka kakahiaka nui hele au i ka papa. ‘Elima lā, ‘elua hola, ‘elima lā i ka pule...

CROZIER: Pa‘a nō i ka ‘ōlelo.

FAIRBANKS:Pa‘a nō. So, he mea maika‘i nō kēlā.

CROZIER: Maika‘i. So, wehewehe mai ma ka ‘ōlelo haole ‘cause ke noho nei ka po‘e nānā me kēia and he aha lā kāna i ‘ōlelo ai. So yeah, you started summer time...

FAIRBANKS:Yeah, going to school on the mainland, but I thought I wanted to get into Hawaiian studies. So during the summer, when I was here at home, I took summer session at the UH. And that was really--to me, that's the best way you could learn. If anybody is able to do it that way, I had a--you know, I was young, so I had the graveyard shift job at the cannery at night, and I could take Hawaiian language in the morning. And it was very intense; six weeks, had a full semester, two hours a day, plus an hour of language lab five days a week, and during the first summer--

CROZIER: And you went language lab?

FAIRBANKS:And I went language lab.

CROZIER: Oh, you were one of those good haumana.

FAIRBANKS:Well, that was because I got off work at six-thirty, and the class didn't start 'til eight. So I just went eat breakfast, and then I'd go to language lab. Sometimes I'd fall asleep in the language lab. But I went to language lab pretty regularly, and that helped a lot. And my second year again, with Haunani Bernardino. My first year teacher was Kalena Silva. My second year teacher was Haunani Bernardino, and both of those were summer sessions. And then I transferred to the University, and I took third year and fourth year at Mānoa with Pua Anthony Hopkins and Kauanoē Kimura.

CROZIER: And then in addition to that, you took Samoan too, and--

FAIRBANKS:Right; I took Samoan.

CROZIER: Yeah; and that was fun. It was fun, yeah? Because we had--like a lot of Hawaiian language students, Hawaiian language teachers in that Samoan class. And we just whipped, like one whole year in one semester. Yeah; we were good.

FAIRBANKS:That was a special class.

CROZIER: Yeah, it was a special class. Do we remember? No, do I remember? I don't know. Don't speak Samoan to me; I'll be embarrassed. So after that, after you graduated--you graduated in Hawaiian studies and anthropology, yeah? And then what did you do?

FAIRBANKS:Well, before we get to that--

CROZIER: See, I know all the answers to these questions.

FAIRBANKS: Before we get that, in light of what you're telling your students about how you-- you know, to try and take that step and try and learn. What I recall is what helped make me more fluent, was our gang at UH, in the Hawaiian Language Club, we used to do all kinds of things. But we didn't talk Hawaiian that much. But one day, one of our mutual friends, our Japanese bruddah, Vinnie Kapu, just stopped talking English. And even though his Hawaiian was hemahema, and our Hawaiian was hemahema, just whenever we interacted as friends, he always made it a point to do it in Hawaiian. And that was really what got me going, and I think that's a good trick to keep in mind.

CROZIER: It always takes someone to be real strong about that. And I remember like, when we went to Maui--and Kawehi and I talked about this when she was on the show. That when we went to Maui, it was Loke, and she came along with her tee-shirt and whacked all of us for speaking English. Oh, I could have killed her, but I didn't, because she's still surviving, she teaches at Leeward now. But you know, it really takes being strong about wanting to try it; yeah. And as hemahema as we were, today we--

FAIRBANKS: Once you start, it's not so bad. It's just the initial discipline.

CROZIER: 'Ae. One thing, you know, it's always come down to--it sounds so strange to have you know, this language coming out of your moth. You usually have English coming out, and then you hear this other language coming out of your mouth. And you think, Nah, this doesn't sound like me, and so you don't feel comfortable. But like you said, once you take that step and say, okay, you know, just try, it happens. Okay; so now, moving along. After graduation, you--

FAIRBANKS: Moving along. Oh, and even before graduation, we met Uncle Harry through Loke also, going to Kaho'olawe and starting the lo'i, Ka Papa Lo'i o Kānewai. and Uncle Harry was just so thrilled that there were young people that were trying to speak Hawaiian, so he would only talk to us in Hawaiian. And after graduating, we had made that connection with Uncle Harry, and so the club, as you recall, went out one summer to help restore, lo'i, taro patches up at Kīpahulu National Park. And so after graduating, I went up, and I stayed on Maui for two years. Or was it three years? See, it was a while ago. But stayed on Maui, and stayed with Uncle Harry Mitchell, Kunihi Mitchell, in Ke'anae. Helped him on his taro farm, and taught Hawaiian language for MCC, for Maui Community College in Hāna. And that was really a fun time for me, and teaching to the hotel employees and the people in Hāna who were interested, and substitute teaching on the side. And then after that, I came back to the University and got into the Pacific Island Studies Program, and the Urban and Regional Planning Program, and I got my masters in urban and regional planning, and went back to Maui and worked for the County of Maui with the ... working as a planner in the Planning Department. And even there, Hawaiian language was very helpful to me, because I think I brought something to the department they hadn't had before as far as looking at the historical and the cultural background of all these developments that they were approving. And I number one, kinda got into hot water and made the paper where they were gonna do a new development down in Kihei, and it was in the ahupua'a of Ka'ono'ulu. And the developer had wanted to change it, the way the word was spelled, it'd be Kao nou lu, or something entirely different, which he interpreted in a different way. And they were advertising it as three different words, when it was really Ka'ono'ulu, the desire for breadfruit, was the

traditional name. And we brought it up at the public hearing for the approval, and having talked with some other people that were associated with the developer, who he trusted, they agreed to go and change it; change it back to the original name to maintain the history and the culture of that place. So I mean, my point to them was, Why are we gonna go and change this, when we have a perfectly good traditional name, and let's try and maintain the history that's contained in that name. So Hawaiian language was very valuable. I knew when I was at the University that no matter what I wanted to go into--I didn't know if I was gonna do teaching or land use planning, that the cultural and the language background was really essential for, I think, any professional, especially government, working in Hawaii.

CROZIER: 'Ae; 'ae. And I think that's what we need to protect our language, is people in different areas, you know, looking out for what is pono. You know?

FAIRBANKS: Right.

CROZIER: So now, with Kaho'olawe Island Reserve Commission, you know, where is that? I'll give you a chance to say what you want to say.

FAIRBANKS: Yeah; so after working for Maui County for five years, I was offered this job with this new commission, and because of the historic returning of Kaho'olawe to the State, and it was a commission set up by the Legislature. And the commission, by law, is a majority of native Hawaiians and the island--the purposes to which Kaho'olawe can be used are restricted to those for the traditional practices of subsistence, cultural and religious practices of native Hawaiians of education, of restoration of the environment, of archaeological protection, and no commercial uses are allowed. So with my work now, again, my background in the language and the culture is totally applicable. Because this agency, this Kaho'olawe Island Reserve Commission, wants to do things different. They want to break the mold and set precedent on how to manage land, how to run--yeah, how to manage land in the Hawaiian sense, from a cultural perspective, trying to always keep that forefront. And they really see it as a model for the future. If there's going to be a sovereign entity, or whatever comes in the future, this is a model for how Hawaiian people and Hawaiian cultural values can be embedded right into the government, and how we should be taking care of our resources.

CROZIER: Oh, Maika'i. Well, I think our viewers, you know, all wonder what's happening with Kaho'olawe. And you know, we don't see enough of it; I think we don't see enough of it in the papers to let us know what's going on. You know, everyone heard it got returned, and then what? You know, so I think you need to get back into the paper. But as we can see, Hawaiian language has its place in so many different places, in so many different areas of Hawaii. Not just in education. And I think, you know, 'cause that's where people tend to lock us in. Last week, we had Dwayne Steele, who's chairman of the board for Grace Pacific, and we wonder how--well, what does language do for him? Well, what it does is, he takes what he has and gives it back to the people so we can have more language programs. So you know, everyone has their place in Hawaiian language. Ua makemake au e mahalo iā 'oe no kou manawa kēia wā pōkole loa.

FAIRBANKS: Mahalo iā 'oe. Nui ko'u hau'oli e kipa mai nei me 'oukou, me kou mau haumana.

CROZIER: ‘Ae, mahalo nui. ‘Ae ku‘u mau haumāna. Everyone goes, yeah Ekela you get plenty haumāna.

[00:19:14.07] HAWAIIAN LANGUAGE CONVERSATION

FAIRBANKS: ‘Ae.

CROZIER: Hiki nō. Hopefully now, you see it's a long process, yeah, for some people as far as you know, getting language and--I'm sorry; not a long process in trying to learn language, but a long process in keeping it and taking it through the different things that you do in your life. And that's what we all need to do, is find a way how language can live in our lives every day.

You know, today, Kunāne is going to be moving into the dorm. And I think we talked about him going to the University, and he talked about also moving in the dorm with Keawe. And today, we get to see him actually go in and move in, and they have a surprise roommate also. And so this should be quite interesting. Now, the lesson that we have following this vignette centers around this pattern, the negative tense pattern. So you're gonna hear ‘a‘ole a lot in this vignette, and I want you to pay attention to those times. Okay; so lawa paha ka wala‘au. E nānā kākou i ke ki‘i‘oni‘oni. Sit back, nanea, and enjoy. A hui hou.

[00:17:46.13] HAWAIIAN LANGUAGE VIGNETTE

KUNĀNE: Eh! Aloha mai e Kalama.

KALAMA: E Kunāne! E noho ana ‘oe i kēia hale?

KUNĀNE: ‘Ae. Hū, ka nani o kēia hale. Pehea, ua ‘ike ‘oe i kou lumi?

KALAMA: ‘A‘ole. E hele ana au i kēia manawa. E hele pū kāua.

KUNĀNE: Ah, pono au e kali iā Keawe. ‘O ia ko‘u hoa lumi

KALAMA: ‘O Keawe...mai Maui?

KUNĀNE: ‘Ae, ‘o ia nō. Pehea, kama‘āina ‘oe iā ia?

KALAMA: ‘E, kama‘āina au iā ia no ka mea ua pā‘ani pōpeku kāna kime i ka‘u kime. He kanaka ho‘omāke‘aka loa ‘o ia.

KUNĀNE: ‘E ‘e ‘e, a akamai loa ‘o ia kekahi.

KALAMA: ‘O ia kā?

KUNĀNE: ‘Ae

KALAMA: Mana‘o au pōloli mau wale nō ‘o ia.

KUNĀNE: ‘Ae, akamai ‘o ia i ka makemakika. Inā he pilikia kou, kōkua ‘o ia iā ‘oe.

KALAMA: Maika‘i kēlā, no ka mea, nui ko‘u pilikia ma ka papa makemakika. Makemake au i ke kōkua.

Eia kekahi, ‘o kona kaikua‘ana ‘o ia ko‘u kumu pili kanaka kula ki‘eki‘e o Anuenue.

KUNĀNE: ‘E ‘o Moke.

KALAMA: A pehea ‘oe i kama‘āina ai iā Keawe.

KUNĀNE: Ua hele māua i ka Pūnana Leo like, a ma hope, i kona noho ‘ana ma Maui kipa mau ko‘u ‘ohana i kona ‘ohana ma ‘ō. A no laila, ‘ano pili māua. Pehea, ‘o wai kou hoa lumi?

KALAMA: ‘A‘ole au ‘ike. Lohe au he kanaka ho‘okanipila ‘o ia. ‘O Uluwehi kona inoa.

KUNĀNE: Uluwehi ‘o wai? Hele ‘o ia i ke kula kaiapuni hea?

KALAMA: ‘A‘ole i hele i ke kula kaiapuni. He makua ‘o ia. Hele ‘o ia i Mānoa e a‘o i ka ‘ōlelo Hawai‘i.

KUNĀNE: He aha? He makua ‘o ia a e noho ana ‘o ia ma ka hale noho haumana?

KALAMA: ‘Ae. Makemake ‘o ia e a‘o pono i ka ‘ōlelo makuahine.

KUNĀNE: Ah, maika‘i kēlā. Auē! E noho ana ‘oe me ka makua. Aloha ‘ino ‘oe.

KALAMA: ‘A‘ole pilikia.

KEAWE: Aloha mai, kala mai. Lohi au? Ua hele au i ka hale kū‘ai.

KUNĀNE: Auē e Keawe. He aha kēnā mau mea?

KEAWE: ‘O kēia ka‘u mea ‘ai māmā. ‘Ike ‘oe, pono au e mālama i ko‘u kino ikaika.

KUNĀNE: Auē. Hau‘oli au ‘o au kou hoa lumi. Eh, kama‘āina ‘oe iā Kalama?

KEAWE: ‘Ae aloha, pehea ‘oe?

KALAMA: ‘O ia mau nō. A ‘o ‘oe?

KEAWE: Mākaukau nō au no ke kula a me nā wahine u‘i.

KUNĀNE: Tsa! Pono ‘oe e ho‘opa‘a ha‘awina.

KEAWE: Mai hopohopo, ‘o ka mea mua, aia ma hea ka lumi kuke?

KUNĀNE: ‘A‘ole au ‘ike, ua kali au iā ‘oe.

KEAWE: Ua lohe au, nani loa nā lumi ma kēia hale.

KALAMA: ‘Ae, ua lawe mai au i ka‘u mau ki‘i o ku‘u kulāiwi ‘o Hilo.

KEAWE: ‘O Hilo i ka ua Kanilehua.

KUNĀNE: [SINGING] Hilo Hanakahi i ka ua Kanilehua.

ULUWEHI: ‘Ae, [SINGING] Kohala i ka makani, i ka makani ‘Āpa‘apa‘a. Aloha mai.

THREE BOYS: Aloha

ULUWEHI: Eia au, kou hoa lumi.

THREE BOYS: Aloha nō.

CROZIER: Auē. Pū‘iwa paha ‘oe? Huh? Maybe you were pū‘iwa to see him as much as they were. Now, if you didn't get it, what they were talking about was, Kalama was going to have a new roommate, but he didn't know who he was. And there were certain things that he did know; that he didn't go to a kula kaiapuni, that he went to the University at Mānoa, and that he was older dude. Okay? And so they were all kinda teasing him, ‘ae? But anyway, we'll go through our lesson today and hopefully, we clear up some things, make it all maika‘i so you can maopopo, so you can understand. And then we'll watch it again to see how much you got.

Now, we have a lot of new vocabulary in here, and I'm going to try to get you to do this the way I would like you to do it. But if you don't, ‘a‘ole pilikia. The new vocab is listed in your lesson, okay, if you have your lesson in front of you. Of course, if you don't have the lessons written down and you would like a copy, please give us a call at 842-8059, and leave your name, your number, and your address, and we'll send one to you. Okay? Hiki nō.

But you have vocabulary set up in front of you. And what I want you to do is, as I'm telling you, I want you to try to just envision this, instead of writing down the Hawaiian word for it, okay? Because I think you're at that point--this is Lesson 19, and at this point, you should be able to have enough words that you know to kinda get the idea of what these new words will be. And also, I always think it's better when you're learning vocabulary to see the picture, instead of seeing a written word. Because all too often, we take a Hawaiian word and we give it an English equivalent. And a lot of times you're going to find that one Hawaiian word has so many English words that it could mean. Works the same way with English. There might be one English word, and we have so many Hawaiian words for it. So you might want to begin to look at the picture of this. And then also take a look at what words are making up this brand new word, if it's made up of more than one word. Also, try to put it into context, so that you can understand it, and then realize how sometimes one word can mean so many different things, but actually, it's because there's a common thread that runs through all of these different mana‘o. Okay? So without any more wala‘au, let's check our first word, and that's hoa lumi.

Hoa lumi. hoa lumi, meaning roommate. Okay; roommate. And if you look at it, there's two words here, ae? Hoa, meaning friend or mate. Mate. Anyway, friend. And lumi, meaning room. Okay; so your roommate. Hoa is any kind of companion; okay, a companion. So that would be a hoa. And you've seen the word hoa aloha, meaning friend. So now we're seeing hoa lumi as roommate.

Kama‘āina; kama‘āina. Now, kama‘āina means, child of the land literally, yeah? Kama, meaning child, and ‘āina meaning land. So child of the land. And that's why we use this word as the word for the native people, okay? Except that it's taken on this mana‘o to mean anybody who's lived here over one year, okay? Now, I don't like that definition, because I really think that kama‘āina refers to

those people who were born here. So whether you are Japanese, or Haole or whatever, if you were born here, then you should be called kama'āina. You know, and people might disagree, and of course, disagreeing is okay. But a lot of times people say they're kama'āina if they just came off the plane three years ago and they say, Well, I'm kama'āina, you know, 'cause I live here. And now, if you have a driver's license, you can call yourself kama'āina and get kama'āina rates, you know. So I think this is one of those things; it's a touchy subject, okay, that we have to be real careful with the word. The word is kama'āina, and it's made up of child of the land, and it originally referred to people who were born here. But it has since taken on different mana'o. Okay?

Next word; Ho'omāke'aka. Ho'omāke'aka. Okay; and you hear that kahakō? Ho'omāke'aka, not ho'omake'aka. Okay? To joke, to cause laughter, to make something funny. Ho'omāke'aka. So I think Kalama in the vignette, when you were watching, he said, Oh, yeah, this Keawe is kāne ho'omake'aka. Okay, he's a joking kinda guy.

Next word is kekahi. Kekahi can be used in place of words like ka or ke. But it means, a or certain. Okay? So it would go into the position before a common noun. So like, a student, kekahi haumana. A teacher, kekahi kumu. Okay? A woman, kekahi wahine. A canoe, kekahi wa'a. A child, kekahi keiki. And this kekahi is not just any old a, but a certain one. Okay; so you might want to remember that. And how do we make that plural? Kekahi mau. Okay? So mau is a great word, because it's a little pluralizer, yeah? You just stick it in, and it makes an S go onto your word. Okay? We'll take a look at that again later.

All right, our next word; kaikua'ana. Kaikua'ana. Now, if you look up in your dictionary the word for sibling, we have different words. And we have a different way of looking at our siblings in Hawaiian. In English, we just say sister or brother. But in Hawaiian, your siblings are either older or younger than you, in the same sex. So my older sister would be my kaikua'ana. Once again, older sister would be my kaikua'ana. But if I was a kane, and I'm not; but if I was a kane, then my older brother would be my kaikua'ana. Stay with me, okay, 'cause this is how our relationships are in Hawaiian. So kaikua'ana refers to the older sibling of the same sex. So maybe you're a wahine, you're sitting there and you're thinking, Okay, so that must mean--that's right. That must mean your older sister is your kaikua'ana. But if you're a kāne watching this right now, then who would be your kaikua'ana? Your older brother. Hiki nō? Your older brother would be your kaikua'ana.

And it's not in here, but I'll share this with you, okay. You might want to know, Then what is a younger of that? Okay; that's the kaikaina. Kaikaina; okay. Kaikaina is the younger sibling of the same sex. So what would that mean for me? My younger sister; okay, my kaikaina. What would that mean for Joe? That would mean that's his younger brother. So that's the thing. And I think it's set up this way because the relationships are really important as far as gender, where you were in the line as far as gender. The opposite--and what I think you need to do is take a look in your dictionary and check this all out, and read up on it, and get it clear for yourself. 'Cause that's a show in itself, and that'll be coming up at some point.

But today, we're using that word kaikua'ana in the vignette, and I wanted you to know what that meant. And in this case, it's referring to Keawe's older brother.

Kona kaikua‘ana, his kaikua‘ana. Hiki nō? But remember that there are supplemental materials that you can use for this class in case you're interested in learning more or getting a deeper understanding of what's being explained in Kulāiwi. You can check out ‘Ōlelo ‘Ōiwi by Byron Cleeland, put out by the ‘Aha Pūnana Leo. Or you can get your dictionary, the Hawaiian Dictionary by Elbert and Pūku‘i, and check that out. But those are good books to have in your library when you're learning Hawaiian language. Because if you're serious about it, then Kulāiwi is just not enough; you need to go further and check out all these different things. Okay?

So let's go on to our next word. That's kipa. Kipa, meaning visit. Okay, to visit. Pili. Pili, meaning to relate. Relate. Ho‘okani pila. Ho‘okani pila, to play music. They're referring to this roommate, this mystery roommate, this mystery Hoa lumi that's going to come, and they say, He kanaka ho‘okani pila ‘o ia. He kanaka ho‘okani pila ‘o ia. Hiki nō?

Next word; makua. Makua; we learned before that it meant, parent. But what we're seeing now, as far as the usage of makua, is an older person, an adult. You know, because you have the keiki, and you have the ‘ōpio, and then you have the makua. Keiki, ‘ōpio, makua. And so the makua is the adult, and then you have the kūpuna, who are the elders. So there you have the different level. Okay; Hiki nō.

Mea‘ai māmā. Mea‘ai māmā. This is kind of cute. If you didn't get it, it's Keawe; he comes in with this big cooler and Kunāne says, He aha kēlā, or he aha kēnā? And he's holding his cooler and he goes, kēia o ka‘u mea‘ai māmā. It's my snacks, okay? If you remember, Keawe is always eating, so bruddah has brought his own mea‘ai māmā to the dorm, to the hale noho haumāna, to ‘ai. And I don't know if that's gonna last for two days or maybe only one day. But anyway, that's his mea‘ai māmā. And if we take a look at the word, māmā over here, means quick or light. And so quick food or light food; okay, it's like junk food. No, it's like snack, okay, mea‘ai māmā.

Next word, lumi kuke. Lumi kuke. And I think maybe you heard the word ... he says, Aia ma hea ka lumi kuke. First thing, aia ma hea ka lumi kuke. Where's the kitchen? Lumi kuke. And if we take a look at this word, we have lumi meaning room, and kuke meaning to cook. So the room where you cook is the bedroom? No; it's the kitchen. Kitchen, lumi kuke. Big word for kitchen. But you see, this is what I'm talking about as far as when you're learning language, and you're trying to get all this vocab down, what you need to do is see the pictures. And if you can just remember lumi kuke and make sense out of it as far as the pictures--you see lumi, and you see kuke--that's kitchen. Okay; so that's how you get that.

All right; now we're hitting the big time. Here comes the lesson. How do we make the past tense--oh, kala mai. I forgot one word. Kali, meaning to wait. Now, I hear people saying this all the time; I hear makua telling their keiki this all the time. Kali means to wait. If you look it up in the dictionary, it does have more than one meaning, and that's why sometimes we don't use the word kali, but we use the word alia. Okay. But in any event, the word that's being used here, kali, is to wait. Okay. Hiki nō.

Right now, I'd like to begin looking at how do we make past tense sentences negative. We learned that past tense sentences begin with ua. Oh, you thought I

was speaking another language, yeah? Me too. I don't know where that came from. Okay; but what happens in the past tense, we start our sentence with ua, then the action. You're going to see in the negative sentence, the sentence begins with 'a'ole, and then what happens. Let's take a look.

Ua hele 'o ia i ke kula kaiapuni? 'A'ole 'o ia i hele i ke kula kaiapuni. What's happening here, we're seeing ua hele turn to i hele in the negative. Okay? What else do we see? We see the pronoun pop up in the back of 'a'ole. Now, I always like to say pronouns are niēle. Every time you have something like negative going on, they gotta check it out, okay? So they jump up in the front, all right? So in a positive sentence like, ua hele 'o ia i ke kula kaiapuni, did he go? Well, okay, let's try that Pidgin of this. He went to total immersion school? He went to total school immersion school? 'Cause remember that if I took this question mark off, I would have, ua hele 'o ia i ke kula kaiapuni, and it would be a sentence. And questions are only made into questions, as far as we know right now, by our intonation, by the inflection of our voice. And so from, ua hele 'o ia i ke kula kaiapuni?, we have the response, he didn't go to total immersion school. 'A'ole 'o ia i hele i ke kula kaiapuni. I'm gonna give you some time to just let this sink in, okay. That in the negative sentence of the past tense, we see ua turn to i, and we see 'o ia jump up in the front, or in the back of 'a'ole. So our sentence starts off with, 'a'ole 'o ia i hele i ke kula kaiapuni. And just for the sake of pronunciation, can you all say with me, 'a'ole. 'A'ole. Hele; hele. It's not "helle" or "aolle"; it's 'a'ole and hele. So let's read this whole thing. 'A'ole 'o ia i hele i ke kula kaiapuni. 'A'ole 'o ia i hele i ke kula kaiapuni. Hiki nō.

Let's look at another example. Ua 'ike 'oe i kou lumi? Ua 'ike 'oe i kou lumi? 'A'ole au i 'ike i kou lumi. Now, you could respond, 'A'ole. Right? Because the question is, Ua 'ike 'oe i kou lumi? Ua 'ike 'oe i kou lumi? Did you see your room? 'Ae? Ua 'ike 'oe i kou lumi? And the response is, I didn't see my room. But you say, No, I didn't see my room. So there's one more 'a'ole for the first "no". 'A'ole. 'A'ole au i 'ike i kou lumi. Okay? Once again, what are we seeing? The ua turns to i, and of course, 'oe needs to change to au, because you said, Did you see your room?, and the person responding is not gonna say, No, you didn't see your room. That'd be a little hūpō. Okay; so you would say, No, I didn't see my room. 'A'ole. 'A'ole au i 'ike i kou lumi. And we see the pronoun pop up in the front. Okay?

Let's take a look at another example. Ua hele 'o ia i Mānoa. Ua hele 'o ia i Mānoa. 'A'ole 'o ia i hele i Mānoa. Ua hele 'o ia i Mānoa. 'A'ole 'o ia i hele i Mānoa. Okay. Ua hele 'o ia i Mānoa. 'A'ole 'o ia i hele i Mānoa. Okay. See, i being used as "to". Some of you may be thinking, Eh, how come, you know, I thought when it's a name of something, you use ia. Okay. Well, when it means to someplace, then it's i. Okay?

Ua lohe au. Ua lohe au. I, what? I heard. Okay? The negative of that is, I didn't hear. Okay? Ua lohe au, I heard. I didn't hear, 'a'ole au i lohe. 'A'ole au i lohe. Hiki nō? Ua lohe au. 'A'ole au i lohe. Hiki nō? Okay. Give you a little time to look at this, and think about it, see if you're getting it.

Remember, if you have questions about Kulāiwi, you have questions about our lessons--and I know that this one is a little hard to grasp, but if you can just check it out, or if you need to ask questions about it, then call. Okay; 842-8059, 842-8059. Hiki nō?

Okay; so once again, this is a real simple sentence, and probably easier for you to see. In the positive one, I heard, it's ua lohe au. In the negative one, 'a'ole au i lohe. We see the pronoun jump up in the front, and ua turns to i. Now, I'm going to be saying this over and over again through this lesson, because this is so important that you remember that this is how the negative sentence is made. Okay? Because too many times, we forget.

Ua hele au i ka hale kū'ai. Ua hele au i ka hale kū'ai. Okay; I'm gonna give you a chance to try to do this on your own. How do you say, I didn't go to the store? I didn't go to the store. [HUMS] Okay? Okay; that's enough time. Did you say this? Oh, if you're screaming and yelling in your house right now going, Yeah, yeah, yeah, I got 'em right, I got 'em right; right on, Maika'i. 'A'ole au i hele i ka hale kū'ai. 'A'ole au i hele i ka hale kū'ai. I didn't go to the store. Okay? And you see, what we're talking about right now is all in the past; actions that have been completed. Or actions that have not been completed in that case, okay?

So let's go on to the next part, okay, that talks about actions that haven't been completed. Okay? Kala mai; let's start again. All right. This is the pattern; the action ana pattern. You know, the progressive, where it's going to happen in the future. Okay. Now we're going to see how we make that pattern negative, and this is the easy one, okay? So let's take a look.

E hele ana au i kēia manawa. E hele ana au i kēia manawa. Now, this is the part that we saw change in the ua pattern. But what's neat about this one is that in the negative pattern, it doesn't change. It stays, e action ana. But what does happen is, the pronoun jumps up in the front. This doesn't change. In the negative pattern, you always see the pronoun, subject, pop up in the front. Okay? Remember, they're nīele, they're nosey, they want to check out what's going on. So every time something negative happens, they move up front to look what's happening. Okay? 'A'ole au e hele ana i kēia manawa.

The other day, someone was telling me, Oh, you know, these keiki who speak Hawaiian, they got that down, yeah? Well, you know, you gotta remember that when you're learning Hawaiian like this, it's a little different from when you're speaking Hawaiian every day and you're hearing it. Because when you think about it, when you speak English, no one really sat you down and said, Okay, it's like this, you're gonna say it like this. People just spoke to you, and you just kind of responded, and you kinda figured out when you're saying the right thing, when you were saying thing, or somebody would correct you and say, No, it's like this. Well, the same thing is happening for these children who are speaking Hawaiian. They're coming at it the same way most of us came to English, where we just heard it growing up. And so they don't have to do the, okay, the pronouns jump up in the front, and the ua turns to i. The processing is just not there for them, okay? And so you may be thinking, Well, why don't I learn it like that? Well, that's a possibility. But what would that mean? You would have to be totally immersed in the language, hearing it every day, day in and day out. And I've had so many people ask me, Can we just live in your house? No, you cannot come live my house; you have to watch Kulāiwi. Okay? But yeah, that would be the best, that would be the ultimate way to learn a language, is to actually be immersed in it. But since we cannot, then we do it this way. And you know, although I may go through it like this and say, okay, pronouns jump up in front, da-da-da-da, you need to figure out the best way for you to remember all of this.

Yeah? Language is a real personal thing, and we all have our own approach as to how we learn it.

So here, we have 'a'ole au e hele ana i kēia manawa. 'A'ole au e hele ana i kēia manawa. Listen to that; see it. 'A'ole au e hele ana i kēia manawa. Right? So the positive sentence was, e hele ana au i kēia manawa; I'm going now. Okay? Remember that, a action ana, can refer to something that's happening at the moment, and can continue to happen in the future. And in the negative sentence, we're hearing it the same way, except we're gonna see that pronoun pop up front. 'A'ole au e hele ana i kēia manawa; I'm not going now. Okay? I kēia manawa, we've had that before in another lesson. At this time. Okay? So let's take a look at our next example.

E noho ana 'oe ma kēia hale? E noho ana 'oe ma kēia hale? Hear the inflection? E noho ana 'oe ma kēia hale? You going live in this house? Or, will you be living in this house? Now, in an English question, we peak at the end, right? Remember in Hawaiian, we peak in the middle, drop at the end. So in the negative; 'a'ole. And there we go; you see the two aole? One that says, no, and the next one that negates the sentence. Okay; makes the second part negative. 'A'ole, 'a'ole au e noho ana ma kēia hale. 'A'ole, 'a'ole au e noho ana ma kēia hale. So take a look at that. E noho ana 'oe ma kēia hale? 'A'ole, 'a'ole au e noho ana ma kēia hale.

E noho ana 'o ia ma ka hale noho haumana. E noho ana 'o ia ma ka hale noho haumana. Hiki nō? So make this negative. This is your chance to try to make this negative, okay? Try not write it down; try to say it. Because the goal for us as language students is to speak, okay; not to write letters to each other, but to speak. So just take a look at this and try to say it. Get it out, and try to say how would you make this negative. Okay? Of course, it says, e noho ana 'o ia ma ka hale noho haumana. He will be living in the dorm. Remember that hale noho haumana means, dorm. Okay; you can see that. Hale, house; noho, to live; haumana, student. Yeah. Okay.

'A'ole 'o ia e noho ana ma ka hale noho haumana. Oh, I can hear you screaming now going, Yes, yes, yes, I got that, I got that, that's what I said was going be. Maika'i. You know, when you have the chance to use your Hawaiian, use it, okay? Every time I run into someone who watches Kulāiwi, I go out and all I say is, Aloha. And they go, No, no talk to me in Hawaiian. Ho, man; you know, if you've been watching Kulāiwi, I just feel like, ho, you know, you could say something. Like, you know, Maika'i au, or ask me, pehea 'oe, or something, you know. But now, now that you're into Lesson 19, no excuse; okay?

Let's take a look at our next example. E noho ana 'oe me ka makua. E noho ana 'oe me ka makua. You're gonna live with a makua, an adult. Poor thing; only one in the dorm who's stuck with an adult. Eh, never know; he could be fed well, okay? He could get some extra help. All right; make this negative. E noho ana 'oe me ka makua. Okay.

Okay; lawa. 'A'ole 'oe e noho ana me ka makua. 'A'ole 'oe e noho ana me ka makua. Did you say that's what it was? Maika'i.

Okay; let's talk a little bit about what we've just seen. What we've made negative are sentences using pronoun subjects. What does that mean? You're sitting there

going, So what is a pronoun subject? Now, after all this time with Kulāiwi, you shouldn't be asking that question. But if you're asking that, and you need to have that clarified, that's cool; I will answer that. Pronouns are, what? Like au, 'oe, 'o ia, māua, kāua, 'olua, lāua, mākou, kākou, 'oukou, lākou. And for the first time viewer of Kulāiwi, you're going, What was that? That was, I, you, he, she, it, us two, you and me. Those are pronouns, okay, when you use those words. So what you're getting here is the rules for a negative sentence with a pronoun subject. Because if the subject was a name, different rule. And we'll get to that in a lesson, okay? But not right now. So let's take a look at some of the things that you need to remember when you're making sentences negative.

In the negative pattern, the past tense marker changes from ua to i. Okay? Like this. Ua hiamoe 'oe; you slept. 'A'ole 'oe i hiamoe; you didn't sleep. So we see the ua change to i. In the negative pattern, e action ana remains, e action ana. Okay? E hiamoe ana 'oe. After this lesson, you're going have to hiamoe, 'cause I keep on using hiamoe. E hiamoe ana 'oe; you will sleep. 'A'ole 'oe i hiamoe ana; you will not sleep. So you see how e ana stays, e ana. But when it was ua, ua turned to i. Okay? So let's leave this here for little while so you can remember. Okay.

Last one; in the negative tense pattern, the pronoun subject always jumps up to be pili with 'a'ole. And I'm just saying that it always jumps up to be close to 'a'ole. Okay? So remember that if it's a pronoun subject, then it comes up to the front. Okay. I'm gonna give you a couple of minutes to do--oh, kala mai; there. Ua hiamoe 'oe. 'A'ole 'oe i hiamoe. You see how the 'oe moves up.

Okay. A couple of minutes for you to try to do this. This is a little lesson, just to see if you caught on. So here; let's take a look. Ua 'ōlelo kou māmā iā 'oe, e holoī 'oe i nā pā 'ai. A hele 'o ia i ka hale kū'ai. And when she returned, you still didn't wash those dishes. How are you going to tell her? So your Mama said to you, Wash the dishes. And she went to the store. And when she ho'i mai, when she returned, you still didn't wash those dishes. How are you going to tell her? A; are you gonna lie, ho'opunipuni? B; are you gonna leave and ha'alele? Or C; you're gonna say it in Hawaiian. Okay; I'm gonna give you some time to think about it, and we're gonna go to our vignette. And when we're pau with our vignette, I'm gonna see if you knew exactly what to say. Okay? So you can think about this for a little while. How would you say that? Are you gonna just tell her straight out, I didn't wash the dishes, or are you gonna tell her that, Oh, um, you know, I was gonna wash the dishes, but they all broke instead, so I threw them away. Anyway, you think of what your answer is going to be. And we'll go check out our vignette, and when we come back, we'll talk story and see what you said, and see if any of those would be something that I would say. Okay? Hiki nō. A hui hou.

[NĀ MINUKE NO'ONO'O]

[00:52:34.12] HAWAIIAN LANGUAGE VIGNETTE

KUNĀNE: Eh! Aloha mai e Kalama.

KALAMA: E Kunāne! E noho ana 'oe i kēia hale?

KUNĀNE: 'Ae. Hū, ka nani o kēia hale. Pehea, ua 'ike 'oe i kou lumi?

- KALAMA: ‘A‘ole. E hele ana au i kēia manawa. E hele pū kāua.
- KUNĀNE: Ah, pono au e kali iā Keawe. ‘O ia ko‘u hoa lumi
- KALAMA: ‘O Keawe...mai Maui?
- KUNĀNE: ‘Ae, ‘o ia nō. Pehea, kama‘āina ‘oe iā ia?
- KALAMA: ‘E, kama‘āina au iā ia no ka mea ua pā‘ani pōpeku kāna kime i ka‘u kime. He kanaka ho‘omāke‘aka loa ‘o ia.
- KUNĀNE: ‘E ‘e ‘e, a akamai loa ‘o ia kekahi.
- KALAMA: ‘O ia kā?
- KUNĀNE: ‘Ae
- KALAMA: Mana‘o au, pōloli wale nō ‘o ia.
- KUNĀNE: ‘Ae, akamai ‘o ia i ka makemakika. Inā he pilikia kou, kōkua ‘o ia iā ‘oe.
- KALAMA: Maika‘i kēlā, no ka mea, nui ko‘u pilikia ma ka papa makemakika. Makemake au i ke kōkua.
Eia kekahi, ‘o kona kaikua‘ana ‘o ia ko‘u kumu pili kanaka kula ki‘eki‘e o Anuenue.
- KUNĀNE: ‘E ‘o Moke.
- KALAMA: A pehea ‘oe i kama‘āina ai iā Keawe.
- KUNĀNE: Ua hele māua i ka Pūnana Leo like, a ma hope, i kona noho ‘ana ma Maui kipa mau ko‘u ‘ohana i kona ‘ohana ma ‘ō. A no laila, ‘ano pili māua. Pehea, ‘o wai kou hoa lumi?
- KALAMA: ‘A‘ole au ‘ike. Lohe au he kanaka ho‘okanipila ‘o ia. ‘O Uluwehi kona inoa.
- KUNĀNE: Uluwehi ‘o wai? Hele ‘o ia i ke kula kaiapuni hea?
- KALAMA: ‘A‘ole i hele i ke kula kaiapuni. He makua ‘o ia. Hele ‘o ia i Mānoa e a‘o i ka ‘ōlelo Hawai‘i.
- KUNĀNE: He aha? He makua ‘o ia a e noho ana ‘o ia ma ka hale noho haumana?
- KALAMA: ‘Ae. Makemake ‘o ia e a‘o pono i ka ‘ōlelo makuahine.
- KUNĀNE: Ah, maika‘i kēlā. Auē! E noho ana ‘oe me ka makua. Aloha ‘ino ‘oe.
- KALAMA: ‘A‘ole pilikia.
- KEAWE: Aloha mai, kala mai. Lohi au? Ua hele au i ka hale kū‘ai.
- KUNĀNE: Auē e Keawe. He aha kēnā mau mea?

KEAWE: 'O kēia ka'ū mea 'ai mama. 'Ike 'oe, pono au e mālama i ko'ū kino ikaika.

KUNĀNE: Auē. Hau'oli au 'o au kou hoa lumi. Eh, kama'āina 'oe iā Kalama?

KEAWE: 'Ae aloha, pehea 'oe?

KALAMA: 'O ia mau nō. A 'o 'oe?

KEAWE: Mākaukau nō au no ke kula a me nā wahine u'i.

KUNĀNE: Tsa! Pono 'oe e ho'opa'a ha'awina.

KEAWE: Mai hopohopo, 'o ka mea mua, aia ma hea ka lumi kuke?

KUNĀNE: 'A'ole au 'ike, ua kali au iā 'oe.

KEAWE: Ua lohe au, nani loa nā lumi ma kēia hale.

KALAMA: 'Ae, ua lawe mai au i ka'ū mau ki'i o ku'ū kulāiwi 'o Hilo.

KEAWE: 'O Hilo i ka ua Kanilehua.

KUNĀNE: [SINGING] Hilo Hanakahi i ka ua Kanilehua.

ULUWEHI: 'Ae, [SINGING] Kohala i ka makani, i ka makani 'Āpa'apa'a. Aloha mai.

THREE BOYS: Aloha

ULUWEHI: Eia au, kou hoa lumi.

THREE BOYS: Aloha nō.

CROZIER: Hiki nō. Was it better this time? It should be. You know, I always hope and pray that the second time around, you go, Oh, yeah, okay, I'm getting it now. Should be; Maika'i. Anyway, we'll see this again in our next lesson; we'll see the same vignette, and we'll go over all those other little things that are in there that perhaps you didn't understand or you need more clarification. Remember; call and ask questions if anything in the lesson is confusing and you're not getting it, or if you would just like to practice or try it out and say, you know, Eh, how is this, was this good? Give me a call; 842-8059.

Now, if you are wondering what was the answer to that little scenario. You know, Māmā tells you wash the dishes, holoī 'oe i nā pā 'ai, and then hele 'o ia i ka hale kū'ai, and you know, you're standing there going, Oh, I think I going watch TV instead. So hele 'oe nānā kiwī, you know, 'ai i ka mea'ai māmā, and then auē, ho'i mai 'o ia i ka hale. Yeah, she returns home, and auē 'a'ole i holoī i nā pā 'ai. So what did you say? E kala mai Māmā. Okay, that's the first thing you say; e kala mai Māmā. 'A'ole au i holoī i nā pā 'ai. 'A'ole au i holoī i nā pā 'ai. And she says to you, Because you were so honest, it's okay; go wash them now. Okay? Hiki nō. Anyway, that's something that we could say. All right; that's one of those things that you could say. Of course, you could have said a whole lot of

other things. And if you have any other things that you may have said and you want to check them out if they were correct, call the hotline; 842-8059. Okay; 'cause somebody will always call you back. Somebody; me, I'm gonna call you back. Okay?

So anyway, like I always do, I want to say mahalo to our trustees of Kamehameha Schools Bishop Estate for giving us this opportunity to perpetuate the Hawaiian language, and also to Mamo Howell for providing me with real nice lole. Na ke Akua e pōmaika'i iā 'oukou apau. Nāna nō e mālama mai iā kākou apau i nā manawa apau. Aloha kākou, a hui hou.

[CREDITS]

[END]