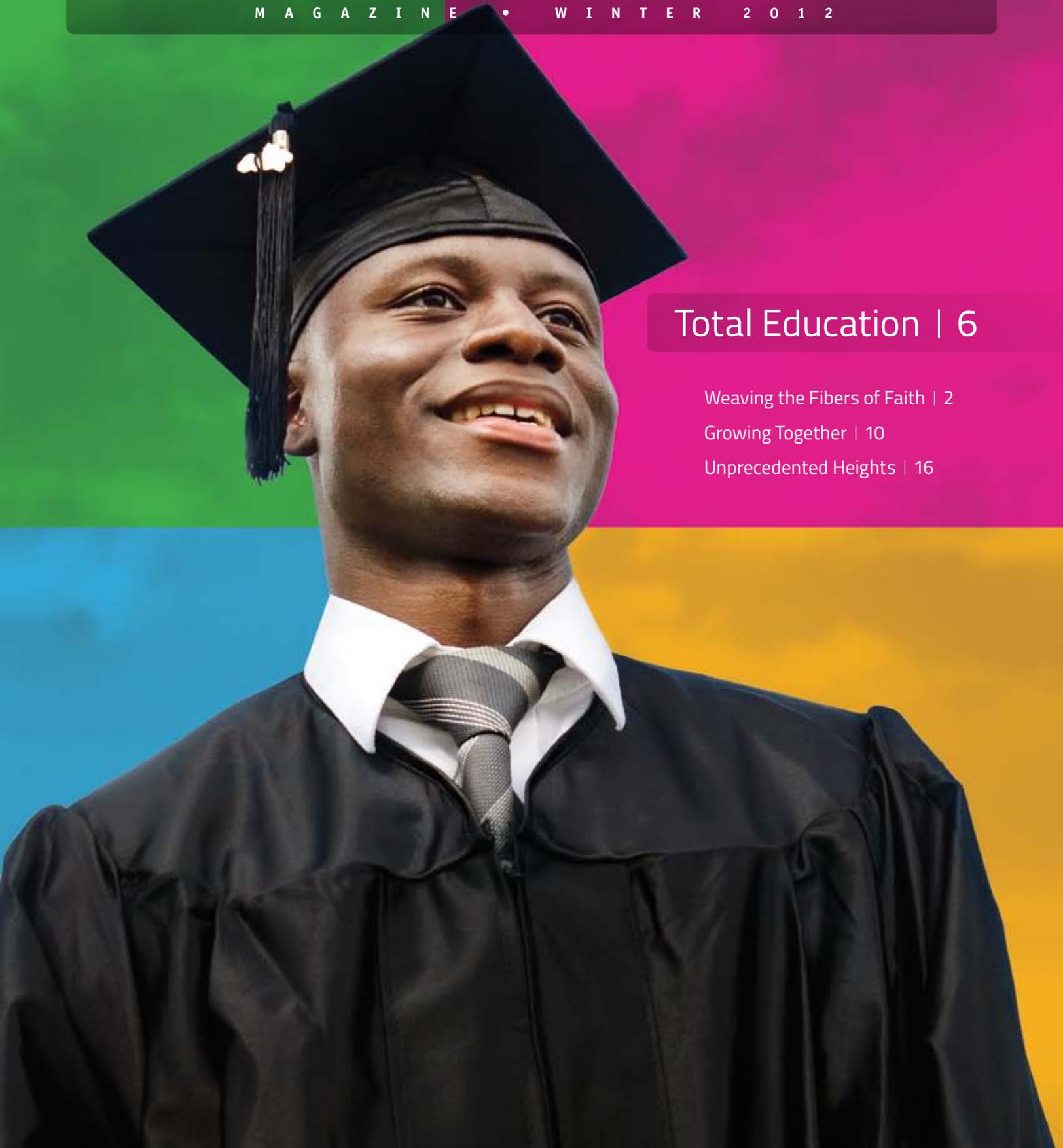


BYU-HAWAII

M A G A Z I N E • W I N T E R 2 0 1 2



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Rendition of the new multi-use building currently under construction.

RECENTLY, I have met with many prospective students from Asia and the Pacific. I toured our target area visiting with youth and young single adults. They are remarkable young people, and many of them have desires to attend BYU-Hawaii as a result of their interaction with an alumnus who serves as an inspiration to them. Our alumni are encouraging these future students to realize their potential in an amazing way.

The university is beginning a new building phase for the campus with the objective of serving more students and preparing more learners, leaders, and builders, particularly from Asia and the Pacific. We are working toward the opportunity to accommodate these young people who want to gain an education at BYU-Hawaii. There is much to do, and I hope you'll find a way to participate in this wonderful chapter of BYU-Hawaii.

But why are we doing this? As students 'enter to learn' at BYU-Hawaii, they experience three things, regardless of their field of study:

First, a foundation for a lifetime of learning—of things both secular and spiritual. As summarized by President Spencer W. Kimball, it is intended to be an "education for eternity." Second, the character and integrity required to provide leadership in a world of eroding moral values—the men and women who cannot be bought or sold, as foreseen by President David O. McKay. And third, the willingness and desire to serve in building the kingdom of God.

These learners, leaders, and builders bless lives in miraculous ways as they experience this university. That is why we are here.

I thank you for your interest in and support of BYU-Hawaii. We look forward to the coming months and years with great anticipation as we prepare to serve more students. It truly is an exciting time.

With aloha,

Steven C. Wheelwright

Steven C. Wheelwright
President

BYU-HAWAII

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Weaving the Fibers of Faith

Here we take a look at students who come to BYU–Hawaii from the Marshall Islands, a Micronesian nation made up of atolls and islands in the Pacific. Geographically, it is located west of the international date line and just north of the Equator. With a population of 67,182, the Marshall Islands is one of the smaller countries represented at BYU–Hawaii. But the influence of the students is anything but small.



Isabella Ryer, a student from the Marshall Islands tells how BYU–Hawaii is helping to provide opportunities for her to serve in the future.

Coconut coir is the fiber between the coconut and its outer shell. In the Pacific, people have traditionally taken strands of coir and woven them together to make a sturdy rope. Our lives are much like this rope; all the knowledge, skills, and experience we gain are the fibers woven together to create a complete person. BYU–Hawaii helps students by weaving in some fibers – character, integrity, leadership, and devotion.

“I think graduating from BYU–Hawaii will be of help to my country, because I know I can make changes for the better, and help to serve the people,” says Ierutia Isabella Ryer, a junior in biochemistry from the Marshall Islands. She continues, “along with the education, there is also spiritual learning, which helps us to develop Christ-like attributes—because they will help us no matter where we work.”

In a short time, one begins to appreciate just how special the students are who come from the Marshall Islands. They come to

BYU–Hawaii with a strong desire to return home and make a difference.

All of this begins somewhere though. BYU–Hawaii is not particularly well known in the world—not a household name like some of the world’s larger universities. But, the integrity and quality of BYU–Hawaii’s graduates help build its reputation throughout the world, as they go about doing good in whatever realm in which they are acting. When asked why she came to school here, Ryer said, “I had a cousin who graduated in accounting from BYU–Hawaii; she was a good example to me; she has a four-year degree, and I wanted to be like her.”

Ryer attended the University of the South Pacific and was planning to transfer to another school in Fiji, but her desire to serve a mission changed her plans. “I knew that if I was to go to another school, I would not have been able to leave for a mission and return to my studies. I knew that if I went to BYU–Hawaii, they would let me





serve a mission and return to finish my degree.” That is when the choice became clear.

“The main thing I like about this school is that it is a Church school.” The standards and principles taught and practiced attracted her. Beyond that, she had another dream for her time here. “I had a dream of coming and dancing in the Night Show [at the Polynesian Cultural Center]” she says with a smile.

Besides her spiritual and social desires, Ryer knew what she wanted academically. “I always loved to study science. That was the only field that interested me. I want to get into medical school to help the people from my country. There are not many doctors there, most come from the outside, and it is very expensive to bring them. I think there is a need for local people to work at home.”

BYU–Hawaii’s mission focuses on students; the goal is that they spend their time learning to integrate the spiritual and secular so they can provide leadership in their homes and help build the kingdom of God. Isabella is a learner, a leader, and a builder. She is an ambassador.

And her rope just keeps getting stronger.



Ryer working in the biochemistry lab.

Arlington Tibon, a junior in business management, also from the Marshall Islands, gave up comfort and stability to come and complete his education. “At home I worked as a banker for 10 years after completing two years of community college. For years I dreamed of coming to BYU–Hawaii; I thought about it when I was single and flexible, but it didn’t work out,” he says. After much thought and consideration by Tibon and his wife Angela, they made the decision that now was the right time. He reflected on his dream to come here, “I was accepted to the University of Hawaii twice; I turned it down both times. I think the Lord switched my direction and led me to come to BYU–Hawaii.”

This is not the first time Tibon has felt the hand of the Lord in his life. He and his family were baptized when he was 13 years old. Then when it came time for high school, with the encouragement of his parents, he decided to attend Liahona High School in Tonga. “I was still young when my parents sent me to Tonga; I thought I was going for academic reasons, but my father kept writing me letters saying, ‘I’m glad you will be a missionary’ even though I never thought of going on a mission.” His time at the Liahona High School had an influence on him, and while there, he read and prayed about the Book of Mormon, and made the determination to serve a mission.

He was called to the Micronesia Guam Mission, and then returned home to the Marshall Islands. His service in the Church continued following his mission. He was serving as the district president, and the first stake was organized in the Marshall Islands in 2009. “I thought I would be released, but I was called as stake president.” Tibon was the first stake president in the Marshall Islands, but he is quick to point out that “there were lots of good people before me.” While serving he encouraged temple attendance, either in Tonga or Hawaii. And, missionary work has always been important to him. “We try our best to include all members of the family in missionary work, so the missionaries can work from referrals.”

Tibon has high hopes for his future following his time at BYU–Hawaii. He is studying business and plans to work in a govern-



“I feel this is the best school for me, because the spiritual and the academic are really balanced. I never thought of going anywhere else.”

—Arlington Tibon

ment position at home. With his new added knowledge he hopes to enter the political world, serve his people, and help the local government and economy. His desires are like many who come here. They have desires to serve, and they come to BYU–Hawaii to gain the skills necessary to be successful in this service. “I love the schools motto—‘Enter to Learn, Go Forth to Serve.’ My country is under an agreement with the U.S. Government; I could work in the U.S. with just my passport, no visa. But I know the Lord wants me to build Zion at home.”

“It is my wish that many young people would come from my islands to get their education, because I know that they will be the leaders of the Church and community in the future,” says Tibon. “I know many struggle to get here, it is not easy at all, but I know the Lord blesses us when we are obedient.”

“As they come and grow academically and spiritually, they will make the bones of the Church stronger and stronger.” ■

TOTAL EDUCATION

An **EDUCATION** at **BYU-HAWAII** means so much more than knowledge ... it **BUILDS** the **WHOLE PERSON**



SPIRITUAL Anciently, Laie was a place of refuge. It continues to be that today but in more of a spiritual sense. The Laie Hawaii Temple sits on a hill overlooking the campus and community. It is the centerpiece of the area, both physically and figuratively. Students are active in their church service each week, serving in ward and stake leadership capacities. They take religion classes as a supplement to their academic education, following the mission of the university to “integrate both spiritual and secular learning.” Classes, offices, and services close for weekly devotionals, which help to point students to the source of all knowledge and to aid in their remembrance of their Savior Jesus Christ.



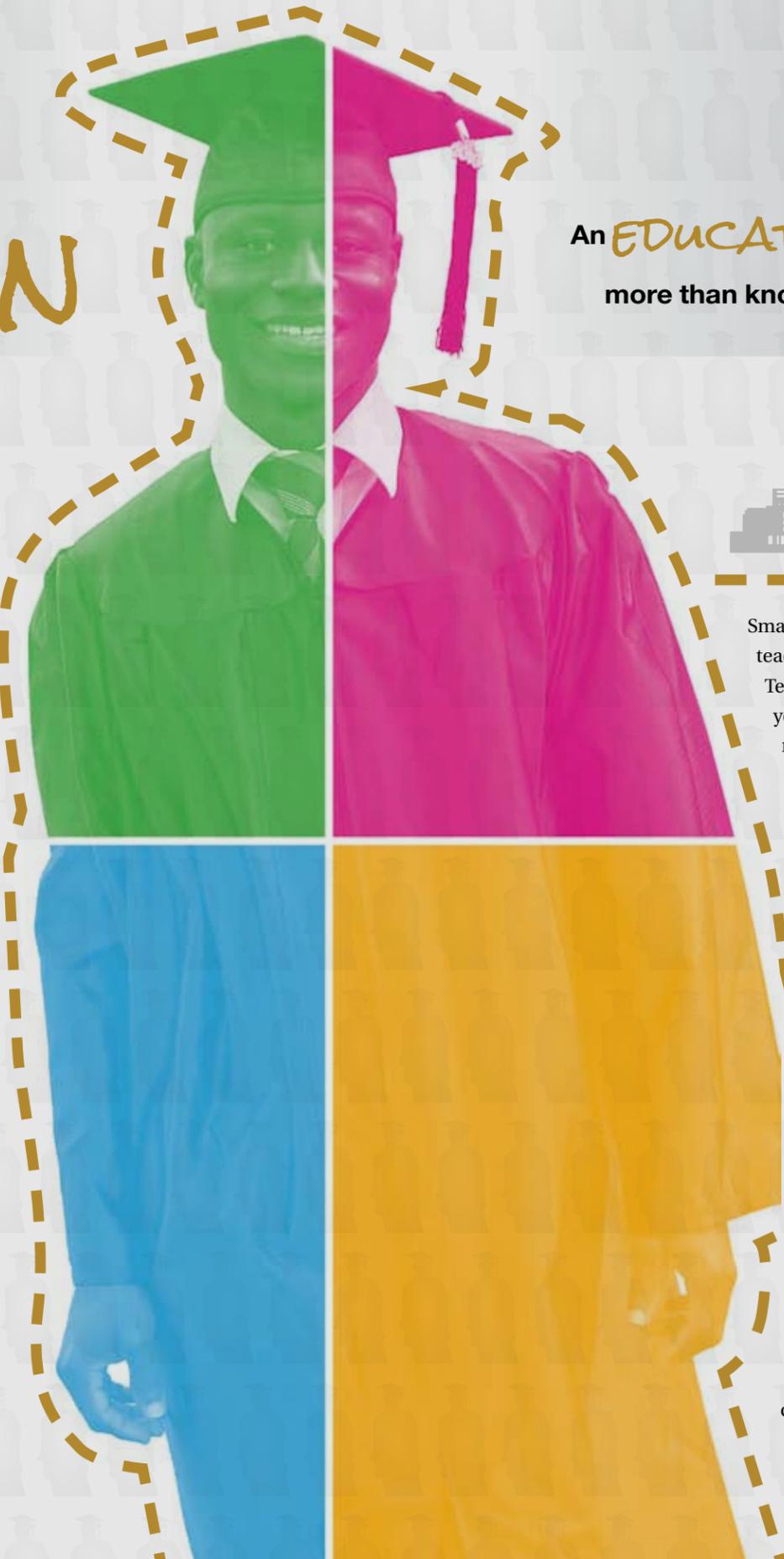
PROFESSIONAL Economies and job markets are shifting and are often unstable; however, companies, employers, and economies around the world are always looking for graduates who are honest and hard working. The majority of BYU-Hawaii students work while attending school. They learn important lessons of discipline, prioritization, and balance, and gain a strong ethical and moral background that strengthens their integrity and their value to future employers. Jobs on campus and at the neighboring Polynesian Cultural Center provide real-life, resume-boosting experiences as students prepare to be leaders and builders worldwide.



Small classes taught by qualified, capable, and inspiring teachers allow for a personalized academic experience. **ACADEMIC** Teachers come from a variety of backgrounds—many not only have Ph.D.s in their fields, but also years of real-world experience to supplement their expertise. Students are given the opportunity to use a variety of resources to research and understand their coursework. Working together is embraced to solve problems, building team and cooperation skills. Above all, students learn what works best for them—they learn how they learn best. Students leave the campus with the skills to be life-long learners.



Students at BYU-Hawaii benefit from a small campus. The feeling between students is familiar and open. The campus population, coupled with the diversity that exists, allows students to interact freely across cultures, growing in understanding of intercultural relations. Cultural, special interest, and academic clubs and associations help to foster atmospheres of acceptance, support, and unity. The family-centered community of Laie provides a positive backdrop to the university and its activities. All who come in contact with the campus and its students are infused with the joyful spirit of aloha that resides here. Students commit to living high standards that strengthen the trust and social development with each other. Social interaction is improved by the atmosphere, the interaction, and the shared beliefs.



PROFESSIONAL PREPARATION

Undergraduate research within the College of Math and Sciences helps prepare students for their careers

Undergraduate research is a central focus in BYU–Hawaii’s College of Math and Sciences. “We put a lot of effort into the undergraduate research programs,” explains Randy Day, associate dean of the college, “With the exception of math, each major requires undergraduate research and the graduate to complete a senior thesis in which they do original research under the mentorship of a faculty member.”

This emphasis gives students the opportunity to experience all aspects of research, from writing proposals to gathering data and analyzing results and then presenting their findings. “In the end what the students learn is the way professionals in science present their data ... so by the time students leave they are equipped with the tools to act as a productive functioning scientist,” says Day. “They know how to do public presentations, they know how to analyze and write up data, they know how to do posters and present data by electronic means, so they walk away with a certain skill set.”

The College of Math and Sciences sees great value in participating in research. The skills that Brother Day describes help students gain hands-on knowledge regarding their respective fields of study. In most cases it is the experience provided by their senior research theses that gives graduates a competitive advantage when applying for jobs or graduate schools. This approach benefits the faculty as well. “In the long term it benefits the quality of our instruction, it requires and gives the opportunity to faculty members to stay active in their fields,” says Jeff Burroughs, dean of the college. “In student- faculty interaction, the focus is on the student’s individual project, and those



are the kinds of interaction that faculty prize but also really change the students in their abilities to analyze and synthesize everything together.”

Another aspect of students’ individual research for their senior thesis is to present all of their findings and results at the annual Undergraduate Research Conference. This conference gives a chance to all students from all disciplines to share their scholarly and creative accomplishments with the entire university community. Between the senior research thesis and the Undergraduate Research Conference, one can see how the College of Math and Science is constantly uncovering new discoveries. The following are just a few examples.

MARINE INVERTEBRATES

Many research projects are proposed and carried out entirely by students who then receive guidance from faculty mentors. Others, however, are ongoing with new discoveries happening regularly. One example of the latter is the fan worm study, which began in 2007. The study is currently headed by David Bybee, professor of biology, who describes the worms as a “highly collected marine aquarium species; most of them live on corals and collecting them almost always requires breaking the corals to retrieve the entire worm.” Professor Bybee and his team of students are studying the reproductive characteristics of the worms. “It sounds simple enough until you learn that in this class of marine worms there are 18 different reproductive modes.” Bybee says the roles of the students vary; many have completed experiments themselves and others have helped to collect the worms in the field. “It teaches them how to solve problems in a systematic way that also requires determi-

nation, flexibility and creativity. Those skills can be useful in almost any aspect of life,” says Bybee.

A major goal of this research is to gain enough reproduction and life history information about the worms so as to enable scientists to produce them through aquaculture, thereby helping to preserve the coral reefs that are damaged in the process of collecting the worms. Most of the major pieces of the reproductive puzzle are in now in place and the project is nearing completion.

PACIFIC GOLDEN PLOVERS

Another area of study is the project of the Pacific Golden Plovers. The study began in 2004 and has since led BYU–Hawaii students and faculty to tag birds in Nome, Alaska; American Samoa; Oahu, Hawaii; and Saipan. The effort to tag birds in these areas of the world has caused students and faculty to work in cooperation with the Fish and Wildlife Agency in order to accomplish a common goal, a common practice in scientific research. It is not uncommon for students to travel off-island for research studies and the Plover flight paths are no exception. Professors Rodger Goodwill, (biology department chair), Shane Gold, O.W. Johnson, and Andrea Bruner are all involved in this study. Students who have been involved in all the field work, plus several have been involved with the DNA analysis of the Plovers from all the aforementioned locations,” explains Goodwill. “Students have been authors and co-authors on two posters presented at conferences, three oral conference presentations, and on one of the four published papers. A fifth paper is currently being written with two student co-authors. Two papers with student co-authors are awaiting submission. In addition, students and faculty are now working with Russian researchers on the Russian Plovers.” The goals of this study are to track the bird’s migration routes and territorial behavior.

BIOFUEL CELL RESEARCH

In the biochemistry department, students have conducted experiments in an attempt to search for an alternate energy source by using fuel cell technologies. Under professor Daniel Scott, students were able to combine compounds to create enough energy to power a remote control car. “The efforts in our lab have been focused on a fuel cell that harnesses energy just as people do, by oxidizing glucose or fructose (monosaccharide sugars) and reducing oxygen,” Scott says. He and BYU–Hawaii students Tsz Ho Tsang, Leticia Chetty, and Sekotilani Aloii, (Tsong and Chetty have recently graduated), were in a recent publication on fuel cell research found in the Journal of Power Sources, titled “Mechanistic understanding of monosaccharide-air flow battery electrochemistry.” Randell Kim created a video on the project where he breaks down the process of creating a glucose battery to run the remote control car by using three compounds: sodium hydroxide, fructose, and indigo carmine. The video can be found at: [youtube.com/watch?v=n-x099aQLcI](https://www.youtube.com/watch?v=n-x099aQLcI). “We currently continue to work on further understanding the chemical mechanism of the fuel cell to make changes that will improve it.” ■

For more information about the College of Math and Sciences, visit cmas.byuh.edu.



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The College offers degrees in most of the traditional Math and Sciences disciplines (See graphic above for number of students in each degree over the past five years). In addition, the College contributes to the university’s general education program, and houses the university ROTC program.

BYU
HAWAII

Growing Together

BYU–Hawaii and
PCC move forward ‘joined
at the heart’



Finding a job in college that prepares you for ‘life after college’ can be a little tricky. But for hundreds of BYU–Hawaii students who work at the Polynesian Cultural Center, that’s exactly what they find.

There is a symbiotic relationship enjoyed between BYU–Hawaii and the PCC that is unlike any other. Since its opening in 1963, the Polynesian Cultural Center has been charged with providing meaningful employment and financial support to BYU–Hawaii students. To date, the Polynesian Cultural Center has helped provide financial support for more than 17,000 BYU–Hawaii students. For many years the relationship has been affectionately referred to as “joined at the heart.”

According to its mission statement, the PCC works to preserve and portray the cultures and spirit of Polynesia, contribute to the educational development and growth of all people at BYU–Hawaii and PCC, and demonstrate and radiate a spirit of love and service to all who visit. In theory, this is a wonderful mission—but like all mission statements, purposes, visions, and goals, its value must be measured against the fruit it produces. How do the students who work at the Polynesian Cultural Center view their experience? What are they taking with them? Are they the leaders and builders who were envisioned by President David O. McKay?

Arisa Kusakai ('11) is a tour guide from Japan. She first visited the PCC with her family when she was 10 years old.

“I was impressed by the students who worked here, their love, their happiness. Years passed, and I was looking to study hospitality and tourism at a university in the U.S. I remembered that BYU–Hawaii students can work at the PCC, so I applied, and waited. I did not expect to get in, because I was not a member of the Church and I did not feel my English was good

enough. When I [was accepted], I was so happy that I cried.”

“When I arrived, I was nervous about fitting in because I was not a member, but everyone was kind and welcoming. I met a missionary from Japan, and we became friends. Before I knew it, I was taking the missionary lessons and was baptized.”

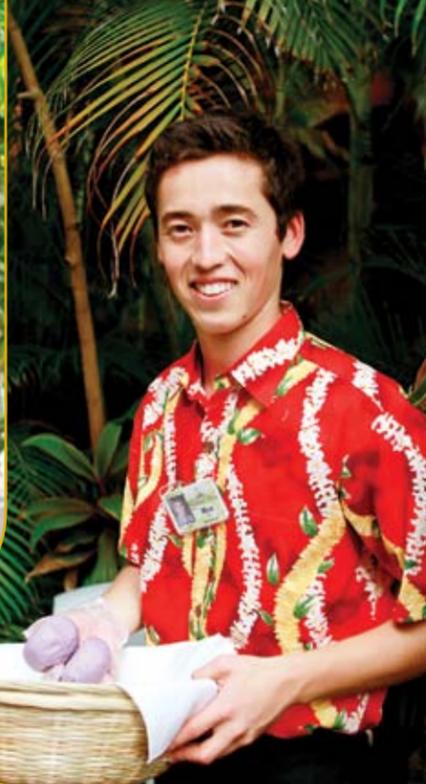
“When I conduct tours, I hope to make people happy and feel the spirit. When there are families, it reminds me of my family’s trip here, and I want the children to feel that this is a special place that God has provided, and I want them to feel as I did [when I first visited].”

Maxat Imangazinov ('12) is the first student at BYU–Hawaii from the former Soviet Union country of Kazakstan. He joined the Church in 2002 and came to Laie in 2010.

“The Church Educational System gave me the opportunity to gain an education at BYU–Hawaii, and the PCC gave me the opportunity to serve and grow. I see so many leaders who are devoted and serve, who I want to be like. When I say leader it does not mean I came here to learn how to be an administrator. Instead, I came here to learn to serve and grow—to learn to administer and minister. I know that my future is bright if I continue to learn from my leaders and mentors here at BYU–Hawaii and the Polynesian Cultural Center.”

Ben Howells ('12) comes from the United Kingdom, and served a mission in the England London South Mission. He started as a Chinese guide, and now works as a Multi Purpose Guide.

“I remember when I first came here and one of my friends told me that his job as a tour guide



"As I talk to the guests daily, I am more comfortable starting conversations with people I do not know, and I'm even more at ease giving presentations in class."

—Vickie Tuahivaatetonohiti

was the best thing about being in Hawaii; I remember thinking it was so strange that of all the wonderful things about this place, a part-time job could be the best. I applied, and somewhere in the orientation I felt the spirit of what this place is really about. It hit me that this is going to be one of the greatest missionary opportunities I would have in my life."

"I love this place. Every day we get to serve people from all over the world and we get to represent the Church to thousands of people who might never take an interest in it anywhere else. It is a great day out for a tourist, but the PCC is about so much more than just activities and I count myself lucky to be a part of it."

Vickie Tuahivaatetonohiti ('11) is from the island of Tahiti and works as both a dancer and instructor in the Tahitian village.

"The first time I went to the PCC, I felt a special spirit and knew that I wanted to be a part of this place. Being an employee is not only

a job, but a way for me to learn more about my Tahitian culture. I have also learned how to respect and appreciate other cultures and have grown to enjoy them."

"The experience has given me skills in teamwork and cooperation, but also has given me greater humility and created lasting friendships."

"As I talk to the guests daily, I am more comfortable starting conversations with people I do not know, and I'm even more at ease giving presentations in class. I know that my time at the PCC is preparing me for my future career as I am learning how to work with others in a team, to be more confident and to take charge whenever necessary." ■

Watch for more information on the 50th Anniversary of the PCC coming up in 2013!

Clockwise from top left: Ben Howells, Vickie Tuahivaatetonohiti, Maxat Imangazinov and Arisa Kusakai

The DEBT We OWE

by Cary Wasden

Then I say, the earth belongs to each of these generations during its course, fully and in its own right. The second generation receives it clear of the debts and incumbrances of the first, the third of the second, and so on. For if the first could charge it with a debt, then the earth would belong to the dead and not to the living generation. Then, no generation can contract debts greater than may be paid during the course of its own existence.

—Thomas Jefferson

AS

World War II raged in 1944, a group of 730 delegates converged on the Washington Hotel in Bretton Woods, New Hampshire, to consider and plan for the reconstruction of the world during the eventual peace. A dominant personality among those who attended was Briton John Maynard Keynes, perhaps the world's best-known economist. As he travelled by steamer across the Atlantic to America for the meetings, he read a provocative book by an up-and-coming economist, Friedrich Hayek, entitled *The Road to Serfdom*. Keynes forcefully supported an active role of government in the economy as a catalyst to reduce persistent unemployment. His views were informed by his life experiences in The Great War, the Depression, and the Second World War.

To Keynes, the ravages and vicissitudes of unrestrained market-based economies seemed unnecessary since governments could exercise the kind of muscle necessary to prevent them. In the Keynesian view this muscle could come in many forms. He was particularly interested in using government funds to stimulate demand. Higher demand would result in more production, requiring more labor hours causing a reduction in unemployment. As the War ended, millions of servicemen returned home looking for jobs. Keynes believed that government spending was essential to transition an economy making Jeeps, bombers, and tanks to making cars, cribs, and homes.

Hayek was much more pessimistic on the righteous role of government involvement in the economy. He believed that markets are by nature efficient and that government spending and involvement, once begun, would lead economies and governments into a black hole of spiraling debt eventually resulting in the servitude of its citizens.

Keynes died in 1946 and was not able to witness the full impact of his ideas. However, the Marshall Plan that served as the foundation for reconstruction of economies ravaged by war was predicated

upon his ideas. The Marshall Plan was the beginning of what has become unprecedented Government involvement in economies around the world. This expansion has been funded by monumental increases in government debt. This was Hayek's overriding fear. Keynes and Hayek represent two extremes in economic ideas, but their ideas have formed the basis for how economies have evolved over the past sixty years. This evolution has opened a world of monumental challenges and unprecedented opportunities.

U.S. President Dwight D. Eisenhower, in his farewell address in 1962 said, "As we peer into society's future, we—you and I, and our government—must avoid the impulse to live only for today, plundering, for our own ease and convenience, the precious resources for tomorrow. We cannot mortgage the material assets of our grandchildren without risking the loss of their political and spiritual heritage."

Eisenhower's warning is not unlike those of other luminaries. Nevertheless, in a political system where votes are often purchased and political favor curried, politicians have endowed a large voting class with benefits they never paid for by enslaving smaller future generations with a bill they can never afford to pay. Indeed, most of the Western world suffers from a debt-induced malaise that threatens their very survival. Politicians argue about minor spending cuts and tax increases here and there. Nibbling around the edges will do nothing. Government behavior is tantamount to cutting the fingernails on a patient as a suitable remedy for liver failure.

To provide a little perspective, consider the following numbers. The U.S. government has \$14.8 trillion in debt and \$115.9 trillion in unfunded liabilities. Only 36 percent of the U.S. population pay income taxes which means each tax payer is responsible for \$1,164,444 of the government's debt. In order to pay off that debt over time, each tax payer would need to pay \$84,595 per year or \$7,049 per month for 30 years. This is in addition to paying their regular tax bill every year.

Considering recent press reports, we may be able to consider other solutions. We could increase tax rates on the rich and relieve

the American government of their burden. In total, the wealthiest 400 people in America have \$1.27 trillion in assets, more than the combined wealth of the poorest 50 percent of the U.S. population. If the government bankrupted all of them and sold everything they owned, it would satisfy only 0.9 percent of the country's outstanding obligations. In a last-ditch effort the government could sell every asset owned by all small businesses, households, corporations, and individuals. After every thing was sold, the U.S. government would still owe \$53.5 trillion or \$477,365 per taxpayer. The government debt problem is simply much larger than media pundits or politicians are willing to honestly confess.

The magnitude of the debt problem facing the West is enormous. It is a problem that must be solved soon or our children's generations will live well below the standards of their parents and grandparents. In a letter to his friend James Madison, Thomas Jefferson wrote, "the conclusion then, is, that neither the representatives of a nation, nor the whole nation itself assembled, can validly engage debts beyond what they may pay in their own time."

We must start by being frank and honest about the discussion. Modest and minor adjustments will make no meaningful impact on the future. Everyone (governments, families, and individuals) must learn, and commit to memory, the beautiful and liberating refrain—we cannot afford it. We must teach it to ourselves and our families and hold our governments accountable to live by it. There is much at stake. ■

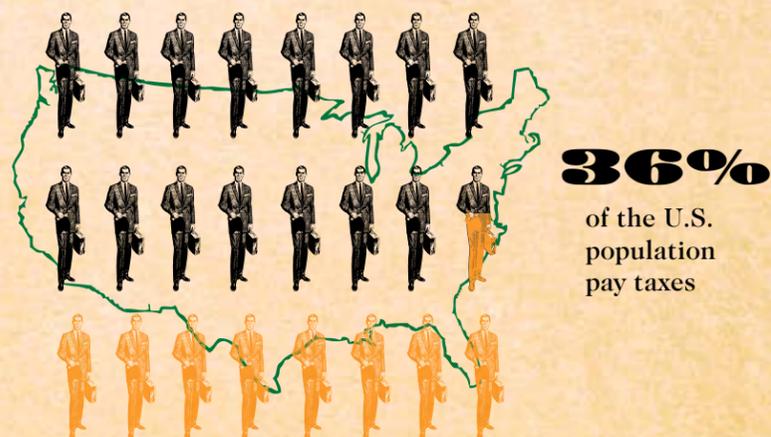
Dr. Cary Wasden is an Associate Professor in the business management department at Brigham Young University-Hawaii. He teaches courses in economics and finance, and also helps prepare students to take the CFA (certified financial analyst) exam. He spent his career in the world of finance, working as an analyst for JP Morgan, and later starting and running his own investment firm.

Dr. Wasden was selected as the keynote speaker at BYU-Hawaii's 2011 Convocation. You may read or watch his address online at devotional.byuh.edu/convocations.

"As we peer into society's future, we—you and I, and our government—must avoid the impulse to live only for today, plundering, for our own ease and convenience, the precious resources for tomorrow."

—Dwight D. Eisenhower

BREAKING DOWN THE U.S. DEFICIT



Each person is responsible for ...





THE 2010–11 BRIGHAM YOUNG UNIVERSITY–HAWAII MEN'S BASKETBALL TEAM EXCITED SEASIDER FANS EVERYWHERE THIS PAST SEASON AS THEY CHARGED THROUGH THE POST-SEASON TO

UNPRECEDENTED HEIGHTS

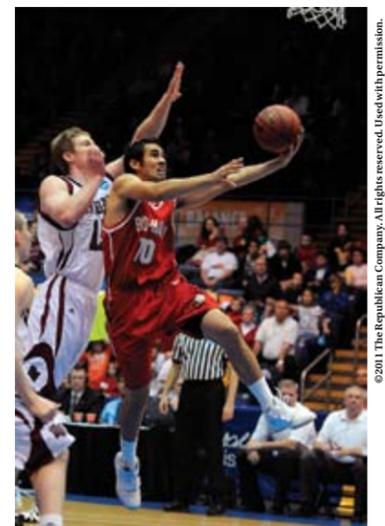


BY SCOTT LOWE

COACH KEN Wagner's cagers had already set school records by advancing to the NCAA II "Sweet Sixteen" in each of the previous three seasons, but never before had a BYU–Hawaii basketball team played for a national title in the final game of the year.

Although the season began with the Seaside ranked 24th by the Division II Bulletin poll (which is pre-season only), the more prestigious National Association of Basketball Coaches (NABC) poll (which is weekly) made no mention of the Seaside all season. In fact, BYU–Hawaii never received even one vote in the NABC poll right through to the final poll which was released on March 8. Yet there were the Seaside, just 17 days after that final poll, defeating top-ranked West Liberty 110–101 in the NCAA II national semifinals to advance to the national championship game against second-ranked Bellarmine.

To those who saw the Seaside open the season in November with a 27-point loss to Cal State-Dominguez Hills on the road it probably looked as though BYU–Hawaii would not even get to the post-season. By early January, following a loss to NAIA member Olivet Nazarene in Laie, the Seaside were just 5-4. But



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Jason Grohnske, CACC Office



Jason Grohnske, CACC Office



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Left: Marques Whippy goes for a block in the national tournament. Middle: Jet Chang up to shoot in a post-season game. Right: Heath Gameren reaching for a shot in the finals.

the team started 5-0 in Pacific West Conference play before losing on national TV to Grand Canyon on the road and quickly improved to 7-1 in the conference. However, a pair of losses to Chaminade and a frustrating overtime loss at home to Dixie State left the Seasideers in third place in the final conference standing below those two teams and in need of an at-large bid to even make the NCAA II Tournament.

BYU-Hawaii received the at-large bid and was given the seventh seed in the West Regional in Ellensburg, Washington. Their first round opponent was none other than the team that defeated them to start the season, Cal State-Dominguez Hills, the number two seed. It was then that the Seasideers caught fire.

With PacWest Player of the Year Marques Whippy scoring 31 points and grabbing eight rebounds, the Seasideers upset Cal State-Dominguez Hills 83-76 to more than avenge that opening loss. BYU-Hawaii then knocked off Alaska-Anchorage 100-91 with Jet Chang scoring 26 points and Rory Patterson hitting a season high 22. Next came the regional final, a stage where the three previous Seasideer teams had failed. This time the Seasideers pulled through, defeating

FOR THE FIRST TIME SINCE JOINING THE NCAA IN THE 1998-99 SEASON, THE SEASIDERS TOOK A TRIP TO SPRINGFIELD, MASSACHUSETTS FOR THE NCAA II ELITE EIGHT.



Dixie State 79-73 behind Jake Dastrup's 18 points and 14 apiece from Junior Ale and Chang.

For the first time since joining the NCAA in the 1998-99 season, the Seasideers took a trip to Springfield, Massachusetts, for the NCAA II Elite Eight. The unranked Seasideers met another unranked team in the national quarterfinals and defeated Bloomfield (NJ) 96-89 by shooting over 60 percent from the field with Chang netting 22 points. That win put the Seasideers in the semifinals against undefeated West Liberty. The Hilltoppers led the nation in scoring, scoring margin,

and several other offensive categories and were heavy favorites against the Seasideers.

BYU-Hawaii beat the Hilltoppers at their own running game by shooting over 56 percent from the field and only committing 14 turnovers against West Liberty's vaunted full-court press. Chang put on a show, scoring 43 points in the game as the Seasideers pulled off the shocker of the tournament.

In the championship game Chang once again put on a dominant performance, scoring 35 points and earning the Most Outstanding Player Award for the tournament, but the Seasideers fell just a three-pointer short, losing to Bellarmine 71-68 on national television. The hot shooting that had characterized the team's run through the regionals and Elite Eight disappeared in the championship game as the Seasideers shot just 38 percent, but the team put on a gutsy performance and had a shot to tie at the end of the game that misfired.

Despite the final loss, the season was a magical one for the Seasideers and their fans. Coach Wagner, who was named National Coach of the Year for the Division by CaptainU, and his exciting squad gave everyone a lot to cheer about and a lot to look forward to in the coming season as well. ■

IOSEPA

NAVIGATING THE WATERS OF LIFE

The skies were clear, the water was calm, the crew was ready, and it was time. The 57-foot, nine-ton traditional Hawaiian voyaging canoe Iosepa was put to sea once again, to fulfill its purpose as a floating classroom on May 2, 2011, amongst a crowd of community members, students, faculty and others.



GIVEN AS A GIFT to BYU-Hawaii's Jonathan Napela Center for Pacific Island Studies in 2001, *Iosepa* has been used to sail the islands of Hawaii teaching students how to navigate and sail as the ancient Hawaiians did. The canoe is carved from a Fijian hardwood called Dakua. Traditionally, a canoe of this sort would be made of Hawaiian Koa wood, but there was none available. Master carvers

Kawika Eskaran and Tuione Pulotu sculpted the canoe out of logs shipped from Fiji, and hundreds more participated in its construction. When *Iosepa* was put in the water for the first time, more than 3,000 people attended the ceremony.

This year, *Iosepa* traveled to Molokai. While on the canoe, students learn to navigate using celestial wayfinding. "We use the same textbook our ancestors used," said Ryan Hanohano, one of the stu-



“We are not on a pleasure cruise—we work hard—but there are times when you get to step back and let the wind take you, and you can sit and ponder God’s creations.”

—Ryan Hanohano
BYU–Hawaii Student voyager



Top: The captains and crew of Iosepa. Middle: Iosepa is being prepared to be put to sea. Bottom: Community, faculty, students, and alumni help to push the Iosepa from her trailer to the water. Right: Members of the President’s Council, and other university leaders pose near the Iosepa at Hukilau beach.

dents who traveled on the most recent voyage. “We are following their path, trying to see things the way that they did.” Students felt a connection with ancestors as they replicated their experience, and lived the way that they did, even if only for a short time.

The name of *Iosepa* is a reminder of a special heritage. In Hawaiian it means Joseph, and one of the reasons for the name is to honor President Joseph F. Smith who served several missions in Hawaii as a young man.

In order to sail, students must first take two concurrent classes, *Malama Kai* or care for the sea, and *Malama Aina* or care for the land. Learning the relationship that exists between the two helps students to appreciate how life is connected, and to appreciate the affect that changes in one can have on the other.

Time on the canoe is taxing on the mind and the body, but is ultimately rewarding. “Life on the canoe is very simple,” Hanohano reflected. “We are not on a pleasure cruise—we work hard—but there are times when you get to step back and let the wind take you, and you can sit and ponder God’s creations.” Sleeping and working in shifts, crewmembers learn to trust and rely on each other. “One man cannot raise the sail by himself, one man often cannot even steer by himself. We learn to work as crew members, and learn to love one another.”

Iosepa may not log as many miles as other voyaging canoes, but the impact it makes is what sets it apart. Upon arrival at their destinations, crewmembers carry out service projects, helping to better the community wherever they may be. Not only do they render service, but they also seek opportunities to spread the Gospel and share with others what brings them together.

Now, back in its home at the Polynesian Cultural Center, the *Iosepa* continues to inspire people from around the world as a popular attraction for the thousands of visitors each day who come to the Center.

The captains instructed the crewmembers that if they come away from the experience only learning how to sail, then the captains have failed them. The hope is that they will not only learn to navigate the waters of the sea, but they have been heard to say that it is practice to navigate the waters of life, learning Christ-like attributes and melding together physical, emotional and most importantly, spiritual experiences. ■

Interns

from This School

By Brad Olsen

Each year BYU–Hawaii interns venture off campus to work in offices, schools, and clinics in Asia and the Pacific. Their internships provide them with experience and prepare them to succeed in life. As they complete these internships, they become ambassadors for the university and the Church. This university-wide program that helps students obtain these internships is funded largely by donations.

Preparing to travel home to Fiji as an intern, Meranda Emose wrote, “I am excited because I will finally get the chance to put into practice what I have learned over the past three years studying social work. I don’t know what to expect, but I believe my education has prepared me.”

Emose and other Brigham Young University–Hawaii students—more than 1,000 of them over the past eight years—have gained hands-on experience as interns in their chosen field thanks to the Yamagata Foundation.

This Changes Everything

Jodi Chown, director of the BYU–Hawaii Career Services Office, says: “In today’s competitive job market, relevant skills and experience are what employers need. Many companies are using internships as their training program with a high percentage of

their new hires coming from their pool of interns. In on-the-job experience and networking, our student interns are getting a head start on their careers.”

Student Greg Kioa from Tonga wrote of his information technology internship at the Church’s Liahona High School in Tonga: “I learned the importance of setting proper expectations and meeting clients’ needs. Additionally, I learned about teamwork.”

Such internships are made possible for BYU–Hawaii students primarily through the generosity of the Yamagata Foundation. By providing students with these opportunities, the Yamagata Foundation Asia and Pacific Internship Fund has transformed students’ BYU–Hawaii experience.

Chown adds, “With our remote location in the Pacific, these opportunities would be out of reach for many of our students were it not for the financial support of the Yamagata Foundation.”

Able and Prepared to Return

Kent Nitta, president of the Yamagata Foundation, says the creation of this fund was motivated by a desire to help students and support BYU–Hawaii’s efforts to encourage them to return after graduation to their home regions as learners, leaders, and builders.

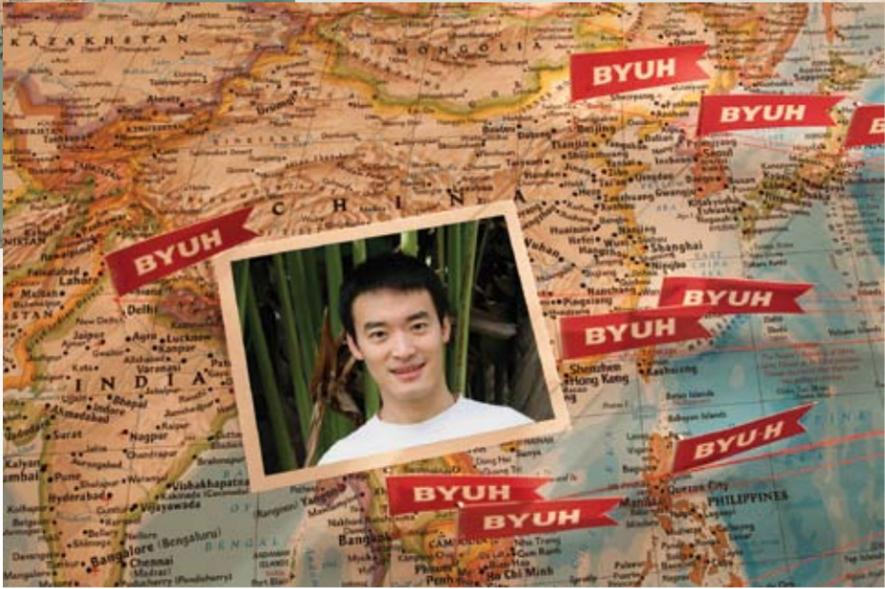
Says Nitta, “Through our affiliated businesses we employ a few BYU–Hawaii alumni in Japan, and we see the difficulties these young people face acclimating back into their cultures. We concluded that internships would help them prepare for successful reentry.

“The university came to the same conclusion, and so our desire to help matches their return-to-serve emphasis.”

Now with a track record, the effectiveness of the Yamagata internship program is seen in students’ lives.



▲ Stephanie Bouzige returned to her homeland of Australia as a student teacher. Thanks to the Yamagata Foundation, she will soon be a licensed schoolteacher there.



▼ Yang Sun is studying finance at BYU–Hawaii. As a Yamagata intern, he returned to his native China and worked as a manager’s assistant in a travel agency.

Photo Illustrations by Bradford Skale

Stephanie Bouzige is about to graduate from BYU–Hawaii and become a teacher at home in Australia. She was able to do her student teaching there thanks to the Yamagata Fund. “BYU–Hawaii taught me to have confidence in what I know and do,” she says. “And being a Yamagata intern meant that I could return home, gain experience, and get my teaching license straight away. What a blessing!”

For Nitta, stories like Bouzige’s are rewarding. “We love to see the successes of individual students.

“We’ve seen that when they go back home with confidence and experience, they have success. And that success is why we did this.”

Expressions of Gratitude

The Yamagata Fund provides students with funds to cover travel and other expenses associated with completing their internships. For many international students this fund is the difference between interning

and not interning—and being prepared to return home.

In letters students express their gratitude to the Yamagata Foundation.

Kioa wrote: “I truly appreciate the confidence you showed in me by giving me the funds needed for my internship. I will always be grateful.”

Bouzige wrote: “I appreciate your love, support, and kindness. My life has changed for the better because you helped me.”

And Yang Sun from China wrote: “I am grateful for this great opportunity to do my internship in China. I would love to work in China after graduation. This internship is great preparation for me.”

You Mark That Word

These students are benefiting the whole world.

Speaking in 1955 at the groundbreaking for what would become BYU–Hawaii, President David O. McKay said this school would prepare young people of integrity who

would be the leaders needed and sought after in the world. “You mark that word,” he said, “and from this school, I’ll tell you, will go men and women whose influence will be felt for good toward the establishment of peace internationally.”

Every year BYU–Hawaii student interns and alumni spread this influence around the world as leaders in their families, communities, and chosen fields. They are the leaders President McKay envisioned would come from this school. The world is looking for them and the world is recognizing them.

Donations like the Yamagata Foundation’s benefit students and advance the mission of BYU–Hawaii. Every donation to BYU–Hawaii helps. To make a donation, go to giving.byuh.edu. ■



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1 President Dieter F. Uchtdorf of the First Presidency, and his wife Harriet visit with students at BYU–Hawaii 2 A student enjoys the rain on campus 3 The Swing Club performing in the Club dining facility 4 Members of the African Student Association perform at Culture Night 2011 5 Youth from across Hawaii performed in the CAC for the rededication of the Laie Hawaii temple in November 2010 6 TVA kite festival 7 President Thomas S. Monson visits with members during the Laie Hawaii temple rededication events 8 Students engage in group learning 9 Presidents’ Leadership Council members listen to community member Cy Bridges as he explains a traditional ‘imu 10 New Student Orientation students visit the Valley of the Temples in Kahaluu, O’ahu

1000 Paper Cranes

1,000 paper cranes in the shape of a Japanese flag were displayed proudly in the Aloha Center at BYU–Hawaii. The flag, held up by another 1,000 paper cranes, were a symbol of the university’s support for the Japanese students and the people of Japan who have been affected by the recent natural disasters. The project started with thirty students from Dr. Tevita Ka’ili’s anthropology class, but spread to the entire campus. Ka’ili explained, “If you want to help people, you need to help them emotionally, physically, culturally, and financially. [Folding cranes] is a way to express concern by helping people emotionally and culturally.”



BYU–Hawaii Education Week

The opening general session for this year’s BYU–Hawaii Education week featured keynote speaker Arnold Wunder, president of the Kahului Hawaii Stake. In his address, President Wunder discussed the theme of the conference found in Proverbs 23:7, “As a man thinketh in his heart, so is he.” Participants from across Hawaii and the U.S. Mainland came to take part in the June conference. Hawaii Education Week will be held every other year on rotation with Hawaii Women’s Conference. For more information about the upcoming Hawaii Women’s Conference 2012, visit outreach.byuh.edu.



Interning in the Cook Islands

Ten BYU–Hawaii political science majors had a chance to intern with various government offices and ministries of the Cook Islands, part of BYU–Hawaii’s target area. The students were placed in various offices and ministries, including the Ministries of Justice, Foreign Affairs, Tourism, and the Ministry of Marine Resources. Even the Office of the Prime Minister and the Deputy Prime Minister opened their doors. Not only did the experience build résumés and career opportunities, but it was a chance to gain confidence, knowledge, and lasting friendships.

New Graphic Design Track

Brandon Truscott, a faculty member in the art department, was hired one year ago with the special task of assisting in the creation of the graphics track. With the help of the graphics class, many of his students have already found projects designing t-shirts, business cards, flyers, and more for businesses in the community. Students also have the option of applying to receive a Fine Arts degree. After completing the track, students will be prepared to work in a variety of organizations and agencies, as an in-house

graphic designer, or as a freelance designer in a rapidly growing industry.



BYU–Hawaii Sustainability

Food Services is contributing to sustainability by donating all excess grease and fat to Hawaii Reserves Inc. (HRI) who then converts the grease into biodiesel fuel. A byproduct of the biodiesel fuel is then generously given back to BYU–Hawaii and students from the biochemistry department. Students are then able to put the biodiesel fuel to good use by using it to create soap.

Sustain BYU–Hawaii continues their efforts to have more recycling bins on campus and to educate students on how easy and fulfilling it is to become sustainable.

Marketing Consulting at Turtle Bay

BYU–Hawaii Marketing Research students had the opportunity to participate in a consulting project with Turtle Bay Resort in Kahuku, and on April 13, 2011, the students presented their recommendations to Turtle Bay Resort executives, which included the general manager and resort manager. The project was given to students early in the semester with a Request for Proposal. Throughout the semester, hard working stu-

Share your story

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dents prepared a proposal, conducted and transcribed two focus groups, wrote and collected data on two surveys, and analyzed the data before presenting their findings and recommendations to the manager of the Escape Club. Lenard Huff, marketing research professor, stated, “The general manager was so impressed that she wants to talk with us about setting up some permanent student internships for BYU–Hawaii students.”



Coach Wagner Wins 400

The sound of the final buzzer on Wednesday, January 12, 2011, against Dominican marked Coach Ken Wagner’s 400th win at BYU–Hawaii. Coach Wagner played basketball, football and soccer at the collegiate level and played for the Mexican Military National Basketball Team as well. Wagner is the most successful basketball coach in BYU–Hawaii history. Coming off his ninth trip to the NCAA II National Tournament and third consecutive trip to the Sweet 16,

he enters his 21st season at BYU–Hawaii with an overall record of 392-180 for an outstanding winning percentage of .685. Aside from his head coaching responsibilities, Wagner also stays busy as Athletic Director for the university and is a bishop on campus for the BYU–Hawaii 4th Ward.

Hertz On Demand

BYU–Hawaii is using a new car rental program. The program was created especially for university students and is the first of its kind in Hawaii. The program begins with a free student membership, which can be attained by connecting to a link from the university’s website. When students have signed up and receive their membership card in the mail, they can reserve one of the schools three cars (which are parked in the administration parking lot) either by phone or online. For \$8/hour or \$62/day, students have complete access to the island. Easy activation simply requires swiping the membership card over a space on the driver’s side window. Gas, insurance, roadside assistance and a GPS are included in the price.

Filipino Records

BYU–Hawaii obtained the records from the Hawaii Sugar Planter’s Association about a decade ago but the collection was stored in rusty file cabinets. In 2007, representatives from the Church Family History department reviewed the records and decided that it was time to digitize the collection. The collection is a significant personal family history resource and also contains information that is of interest from a social history perspective. The 120,000 Filipino records which have been digitized are now available online, accessible through the BYU–Hawaii University Archives page at library.byuh.edu, or the BYU Digital Collections page.

Pacific Island Banking Scholars Program

Bank of Hawaii and BYU–Hawaii have recently partnered to create the Pacific Island Banking Scholars Program. The program will supply qualified students from American Samoa, Saipan, and Guam with scholarships, internships, and career opportunities. A reception was held on February 16, 2011, at which Bank of Hawaii presented BYU–Hawaii with \$100,000 for the program. Peter Ho, Bank of Hawaii chairman and CEO, said, “Bank of Hawaii is pleased to provide Pacific Island students with this opportunity to gain business and financial skills. We designed this program to provide not only financial support through scholarships, but to also offer students career opportunities through Bank of Hawaii internship and associate programs.”



Elder Bednar Visits Campus

Thousands gathered in the campus of BYU–Hawaii on Thursday, January 20, 2011, to hear from Elder David A. Bednar of the Quorum of the Twelve Apostles, who stopped in Hawaii as part of his visit to the Pacific Area of the Church. Elder Bednar spoke about the importance of being continually converted. He said, “A testimony alone is not and will not be enough to protect us in the latter-day storm of darkness and evil in which we are living. A testimony is both important and necessary, but it is not sufficient to provide the spiritual strength and protection we need.”

Bike Path Dedication

The dedication of the new Maleakahana bike and pedestrian path, which took place on Saturday, March 19, 2011, had the attendance of community members of all ages. Over 500 people were in attendance at this momentous occasion. The new bike and pedestrian path stretches 1.2 miles from Kahuku to Laie and was built with the aid of over 275 individuals volunteering more than 800 hours of service on its construction.



DR. ISHMAEL STAGNER (TESOL '61) The native Hawaiian was in the first four-year degree graduating class of the Church College of Hawaii in 1961. He was also in attendance at the groundbreaking and the dedication of the school, and got to hear President McKay give the vision for the school. He taught English in Samoa, then returned to Hawaii to teach at CCH, then at BYU-Hawaii; during his time as a teacher, he orchestrated a series of concerts featuring musicians in the LDS Hawaiian community called "Na Makua Mahalo Ia". Recently, he released a book, called Kumu Hula: Roots and Branches which gives a history of Hula, and of the Hawaiian people and their cultural values. Currently, Dr. Stagner works to help troubled youth to excel in school.

PATRICK WONG—Hong Kong (Business Management '76) Patrick retired three years ago and moved to Brisbane, Australia. He is now serving in the Church as a part-time service missionary with his wife. He runs an addiction recovery program, is a ward mission leader, and serves as a temple worker. His oldest daughter is living in Brisbane, his youngest daughter, Belinda, is serving in Laie, Hawaii, and his son, Manttee is married, a physical therapist, and living in Salt Lake.

LYNN RASCH—USA (Travel Management, '88) Lynn is currently the Assistant Dean of Girls at Culver Academies, a private secondary school in Northern Indiana. She coordinates their spring break service learning trips, some being overseas. She is also the Equestrienne coach, a girl's

horseback riding choreographed drill team that performs with a live band. She has taken this group to perform in Presidential Inaugural Parades and the 2010 World Equestrian Games.

KIM MILLS—USA (Elementary Education, '94) The San Antonio native pursued two bachelor's degrees in elementary education and organizational development. Kim is currently a Providence (UT) Elementary School teacher who was recently recognized as the Cache County Teacher of the Year and is going into her eighth year of teaching in the district. Mills taught at the Preston School District for 10 years before moving to the Cache district. She also chairs the math committee to help adapt the new core curriculum in the district.

ROGER SHINKLE (ENGLISH LITERATURE '94) and wife Maryanne Fuifatu Shinkle live on a ranch outside Dallas, Oregon, with their three children. Roger was in the student body presidency while a student, along with singing in the performing group "Showcase". Maryanne came to BYU-Hawaii from Samoa, and finished her schooling in Oregon. Roger runs the English Language and Culture Institute (ELCI), teaching English proficiency to international students, allowing them entrance into secondary and tertiary schools in the U.S. He now has opened a second location on the campus of LBCC in Albany, Oregon.

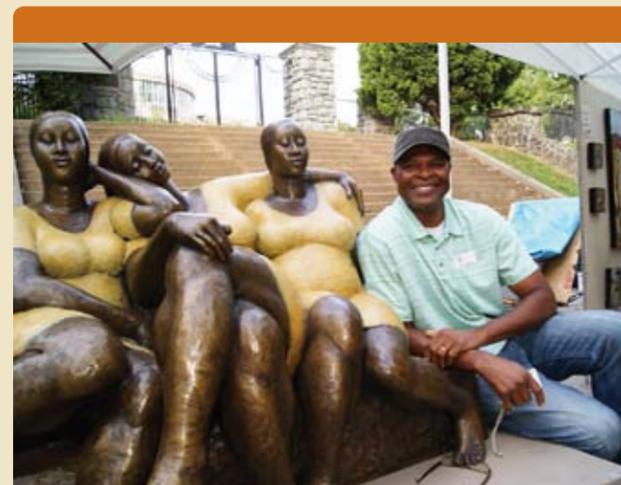
STEPHEN TEMPLIN—USA (TESOL, Magma Cum Laud '94) Steve is currently an associate professor at Meio University in Okinawa, Japan. He co-authored the book *SEAL Team Six: Memoirs of an Elite Navy SEAL Sniper* while finishing his PhD in education. He is married with two children and enjoys practicing aikido in his spare time.

KYLE HO—Hawaii (Biology/ Chemistry, '95) Kyle works for the Honolulu Police Department and is married to **KATHY—USA (Special Education, '95)** who teaches preschool and has a property management business. They have four children, one son and three daughters.



MIKE WILTON—USA (Physical Education '72)

After playing on the men's volleyball team at BYU-Hawaii (at that time still known as Church College of Hawaii), Mike became the coach of the men's volleyball team at BYU-Hawaii. After multiple coaching positions in California, Hawaii and Utah—including the assistant women's volleyball coach at BYU Provo—Mike currently serves as an assistant coach for the BYU men's volleyball team. (Left to right): Mike Wilton, Chris McGown (head coach), Rob Neilson and Carl McGown. Photo by Mark Philbrick/BYU Photo



NNAMDI OKONKWO—Nigeria (Fine Arts, '93)

Immediately after graduating, Nnamdi received his MFA degree in sculpture in '97 from BYU-Provo. He now lives in Fayetteville, Georgia with his wife, Deidra and three children. His work can be found in galleries across the country. His website is nnamdiart.com.

AARON UYEHARA—USA (Anthropology, '04) Aaron has recently returned home to Laie from Pampanga, Philippines, with his wife **JOY—Philippines (Art, '08)** and two sons, where they started a successful graphic design and web development company. Aaron is currently pursuing a master's degree in internet marketing, through Full Sail University's online program while working as a communications specialist at BYU-Hawaii.

EMILY BROWN—USA (Exercise Science/Health and Wellness '05) Emily went back to school and received a bachelor's degree in nursing from Mount St. Mary's College and now works as a Trauma Emergency Nurse at Northridge Hospital Medical Center. She is currently working on her certification to be a Diabetes Educator and also training to be a Paramedic Nurse in Santa Monica.

HOKU CONKLIN—New Zealand (Psychology, '05) Hoku recently graduated from BYU (Provo) with a Ph.D. in counseling psychology. He is currently doing a Doctoral Fellowship at the University of California San Diego where they currently reside. He hopes to get a position on a university campus to do applied psychology, and provide counseling services. His wife Finau, also a BYU-Hawaii alumna, graduated from BYU (Provo) with a master's degree in social work.

REBECCA OVERTON WALDRON—USA (Communications, '05) Rebecca is working at BYU-Hawaii as the Office Manager for University Relations and Communications. She also owns a wedding announcement design business (www.sleepydreamer.etsy.com) and has taught a fashion design course through Educational Outreach while her husband,

Tyler Waldron, finishes his degree in biology at BYU-Hawaii. They are expecting their first child in February.

JEREMY PAUL—USA (Hospitality and Tourism, '05) Jeremy started a Hawaiian shave ice company in Oceanside, California, with business partner Russ Blacker called JR's Hawaiian Shave Ice in 2007. Jeremy also works as a real estate agent for Redfin, which is a growing company based out of Seattle, Washington and is starting his third year as an early morning seminary teacher.

ERIN NIELSEN—USA (Political Science, '06) Since graduating, Erin has held an internship at the Utah Attorney General's Office, worked as a paralegal at a law firm in Salt Lake, and spend time traveling. She is currently working as an Administrative Assistant at BYU-Hawaii, and will be going back to school in January 2012 to study conflict analysis through the ICAR program at George Mason University.

AL DOAN—USA (Information Systems, '07) Al has helped start 25 different businesses, co-written a book and is currently the CEO of three companies, MattleDoan Software, Startups and Me, and the Missouri Star Quilt Company.

ERIN JANE JOHNSON RILEY—USA (Fine Art, '07) Erin continued her education after graduating by earning a graphic design degree in integrated media with an emphasis in graphic design from Mt. Hood Community College. She now resides in Laie, Hawaii, working as a graphic designer (janereaction.com) while her husband, Conor, finishes his degree in university studies at

BYU-Hawaii. They are expecting their first child in November.

ISSAC MOKIAO—Hawaii (Information Systems, '07) After graduation Issac began working for the Office of Information Technology at BYU-Hawaii as a Systems Administrator. Currently, he is working to complete his master's degree in IT Management through Carnegie Melon University. He lives in Hauula with his wife and two children, and is serving as a counselor in the bishopric of a campus ward.

ASHLEY DUDLEY—USA (Accounting, '09) Ashley has just started law school at California Western School of Law in San Diego.

MELSIHNER R. HADLEY—Micronesia (Accounting, '09) Melsihner is currently a Bank Examiner, for the Financial Supervisory Regulatory Authority in Micronesia. She also does the functions of a Financial Analyst. She has seven children, and her husband currently serves in the Pohnpei District Presidency while she serves as the Primary President. They recently opened the doors to a newly completed chapel in Palikir, Pohnpei (Federated States of Micronesia).

EMILY SINKOVIC—USA (TESOL, '09) After completing a degree in TESOL education, former student body executive vice president Emily Judson worked for University Communications as a communication editor. Since then, she and her husband **JAMES—USA (Business Management, '09)** have moved to Fukushima, Japan to teach English in the Japanese Exchange and Teaching (JET) program.

ALUMNI NEWS

ALAN AKINA—Hawaii (Biology, '10) In 2002, Alan started the financial help business *101 Financial*. In 2009 the company made the Inc. 500 list for one of the fastest growing companies in the United States and has helped over 6000 families regain their financial footing. Alan lives in Kahuku with his wife and 5 children. Alan's first year at BYU—Hawaii was in 1991 and after several long detours, he graduated in 2010, alongside his two sisters. He currently serves as bishop of the BYU—Hawaii 13th Ward.

MIKE MURRAY—USA (Business Management, HR-OB, '11) Mike Murray is currently working for Nutty Guys, a dry fruit and nuts company in Salt Lake. He is also attending school at the Violin



NATHAN WILLIAMS—Canada (Interdisciplinary Studies, '11)

Nathan and his wife, **KATIE —USA (Communications, '11)** have a published magazine, *Kinfolk*, that targets the niche of groups interested in hosting small-gatherings and get-togethers. (kinfolkmag.com) Their first edition e-magazine received over 4 million hits.

Making School of America, where he learns the artistry and craft of making the violin. He will graduate in spring of 2013.

NICK NARAYAN—USA (Accounting, '11) While in school Nick was

involved with SIFE and during his senior year, he was elected student body president. Prior to graduating, he filled an internship for Goldman Sachs.

Following graduation, he was offered a job at Goldman Sachs

in Utah, where he, his wife, and two children now reside.

We would love to hear what you are up to. Please send updates to alumni@byuh.edu



BRIGHAM YOUNG UNIVERSITY—HAWAII

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In the strength of the Lord, thou canst do all things.
—Alma 20:4

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LATTER-DAY prophets have repeatedly outlined this unique university's history and potential, and as I have studied their words, I have begun to realize the magnitude and wonder of the promises the Lord makes to those who willingly help build His Kingdom as He would direct.

—Steven C. Wheelwright, President
Brigham Young University–Hawaii

