



Engaging in Democracy

LESSONS FROM THE LEGISLATIVE INTERNSHIP PROGRAM

When you're 16 or 17 years old, how do you figure out what you want to do for the next sixty to seventy years of your life? The PBA *Legislative Internship* is the first component in a program of internship opportunities that give PBA students a taste of the adult working world. Students gain first-hand knowledge about specific professions and apply their academic studies to work situations. Most importantly, said Head of School Pieper Toyama, "Students observe and take part in the often messy process of working together with other people to get things done. They see how adults solve problems."

Two afternoons a week, PBA junior Lori Kim and sophomore Jonathan Gates volunteered in the offices of State Representative Brian Schatz (25th RD) and Senator Norman Sakamoto (15th SD). "We did just about anything you can imagine that you can do with paper," joked Jonathan. Lori nodded in agreement. "We did a lot of copying and indexing of files," she said, "but we also took notes in committee hearings, read testimony, and discussed the bills with the staff."

As representatives on their student council, they reflected on the characteristics of effective political leaders: specifically, on the necessity of developing understanding of others in order to lead effectively. "Good leaders understand how their constituents see things in their own life," said Lori. "They inspire people rather than clobber them." For Jonathan the internship prompted a change in his personal perspective. "Before this, talking to people at school I thought, 'They have concerns – great. I have concerns too.' Now I think it's really valuable to hear what people have to say."

Taking part in what they described as "a long and arduous process," the two interns expressed a new awareness of how issues affect them directly, and an appreciation of the role of each individual in the democratic process. "I never really knew specifically how laws came about," said Lori. "Now I want to vote. I want to have my own say."

And do they have any better idea what career they want to pursue? Before this internship, Jonathan had been considering becoming a psychologist. Now he's added another option to his list: law maker. "Politicians are regular people who want to make a difference. They have passion and they have ideas about how to solve problems," he said. "I really picked up on that optimism and it made me want to make a difference myself."



Rep. Schatz gives Jonathan some pointers on gesturing when speaking.



Jonathan and Lori collate materials for a public hearing.



In his evaluations of the interns, Rep. Schatz' Chief of Staff Jacce Mikulanec wrote, Lori "brought excellent working and communication skills," and that Jonathan's "ability to digest complex bills was impressive."

Photo by Joy Turbeville

Message *from the* Head of School

SUMMER 2006

Photo by Alan Kubota



What childhood lesson have you never forgotten? Wash your face after you eat mango. Cat eye marbles don't make good kinis because they chip. The sweet guavas have the rough skin.

Simple as they are, these first lessons are the foundation upon which complex and conceptual learning have been built. They stick with us because we learned them through a cycle of praxis: we did something, we thought about what happened, we talked about it with a more knowledgeable person, and we tried it again. This cycle of action-theory-reflection is the essence of our experiential approach to learning at Pacific Buddhist Academy.

In this issue you'll read about several examples of how, in combination with traditional lectures and reading assignments, we enhance students' learning by actively engaging them in subject matter. Students who participated in Japanese cultural activities gained a deeper appreciation of the nuances the Japanese language. Through activities and guided discussions, our tenth and eleventh graders explored what can be an uncomfortable subject-sexuality. And as legislative interns, two of our students took their first steps into the working world, experiencing the mechanics of democracy.

As we continue to work together to create an exceptional educational program, we're looking forward to even greater accomplishments. Thank you all for your part in this success.

In gratitude,

Pieper Toyama, *Head of School*

The Richness of Language

SIX PBA SOPHOMORES ATTEND JAPAN DAY

"I was surprised – I actually look *good* in a yukata!" said sophomore Lance Matsuda. Lance was one of six Pacific Buddhist Academy sophomores who took part in the Japan-America Society of Hawaii's 27th Biannual Japan Day in early April. The students spent the morning in a series of thirty minute workshops on bon dance, calligraphy, kimono dressing, tea ceremony, soroban, paper crafts, and bonsai. The program is part of the Society's *Continuum of School Programs* project and is meant to reinforce and complement the teachers' classroom lessons.

As one who has studied Japanese culture at Waseda University with the support of a full research scholarship from the Japanese Government, PBA Japanese teacher Joy Turbeville believes it's crucial that her students have exposure to Japanese culture. "Otherwise," she said, "they never fully experience the richness of the language. Language is always shaped by cultural perspective." She hoped that by attending Japan Day, her students would experience the reverence Japanese express for their ancestors, the written word, and nature, among other aspects of their lives.

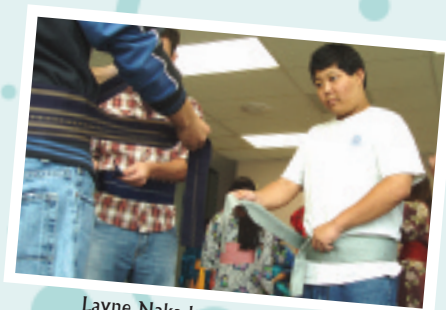
Layne Nakada saw a connection between culture and language. "In Japanese class we bow all the time," he said. "That's because respect is really important in Japanese culture." He explained that understanding the values of the culture helps him understand the language better. "In Japanese we use different forms to express respect. If I'm talking to a friend I speak casually, but if I'm talking with my teacher, I speak more formally."

Using the soroban was Layne's favorite activity. In rapid succession, the workshop leader called out a series of numbers to add or subtract and then asked the students to call out the five or six digit sum, all in Japanese. "That was a very effective activity in terms of language use," commented Joy Sensei. "The students were so proud of themselves when they kept up and got the right answers."

Both Lance and Layne thought the field trip was worthwhile. "It was fun and we learned stuff we can't learn in class," said Layne. Lance nodded, "Information sinks in more when I'm interacting with people and materials. It was a blast!"



Anolani Bennie and Devin Ando plant their own bonsai.



Layne Nakada watches carefully and learns to tie an obi.



Anolani Bennie and Devin Ando learn the Bon Dance, *Tankobushi*.

GOLFING FOR A FRIEND

PBA'S 2ND ANNUAL GOLF TOURNAMENT IN MEMORY OF DR. ALBERT H. MIYASATO

Blue skies and sunshine. Prizes for every golfer. Beef stew and kim chee for lunch. For those who participated in the Pacific Buddhist Academy 2nd Annual Golf Tournament at the Klipper Kaneohe Golf Club, May 11, 2006 was a day of camaraderie, good golf, and a chance to remember a dear friend.

Starting this year, the PBA tournament was dedicated to the memory of former trustee Dr. Albert H. Miyasato, who passed away in February. With the help of 162 golfers, almost 100 donors and hole sponsors, and 37 volunteers, the tournament raised \$20,000—twice as much as was raised last year. In addition, the tournament received nearly 70 donations of services and goods worth more than \$7,500. The funds raised will support teachers' salaries and professional development, financial aid, and classroom materials and supplies.

"This second tournament was an unbelievable success!" said Head of School Pieper Toyama. "The golfers, volunteers, and individual and corporate donors who gave so generously of their time and resources - each made a valuable contribution to the important work of educating this next generation of leaders. Thank you to everyone who participated!"

MAHALO!

In addition to the golfers who participated in our tournament, we would like to express our sincere appreciation for the sponsors and contributors, the tournament planning committee, and the students, parents, and volunteers who helped make the tournament a success. We hope you'll patronize the businesses that supported our tournament.

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A Remembrance

A NOTE FROM SON-IN-LAW HOYT ZIA

I play golf a half dozen times a year at most, almost all of it for business at fundraiser tournaments. I look forward to having more time someday to play more often so I might actually play consistently well. Of all the tournaments I play, I found the PBA golf tournament to be the most enjoyable for a number of reasons: it was low-key, at a course I'd never played before that had several breathtakingly scenic holes, and it honored a loved one, my father-in-law, Dr. Albert Miyasato.

My playing partners were people who knew him well and cared about him a great deal, including my brother-in-law David Miyasato-Crawford, friend Colbert Matsumoto, who worked with Dad a few years ago on the improbably and incredibly successful campaign to save JCCH, and PBA Head of School Pieper Toyama. None of us is a great player, but between us in the scramble format we hit enough good balls to produce a respectable score and avoid last place. Mostly, however, we got to enjoy a beautiful day and gorgeous scenery while sharing a continuing stream of memories and thoughts throughout the afternoon about Dad. David, Colbert, and I are all members of the Jikoen temple, and my daughter attended middle-school at Hongwanji Mission School, so we're familiar with the Buddhist precepts upon which PBA is based. The golf tournament truly reflected those precepts and values, and I felt at peace and relaxed as we played.

Most of all, it was a chance to reflect on Dad who was a terrific role model, a wonderful person, and, of course, a devout Buddhist. He used to love to play golf, and hanging out with friends at a course like the Klipper Kaneohe would have been his idea of a great day. Being able to enjoy it for him was a transcendent, Buddhist experience.



Photo by Alan Kubota

Dr. Al's Boyz team: Colbert Matsumoto, Hoyt Zia, and David Crawford-Miyasato.

Human Sexuality 101

BEING HEALTHY & SAFE

Masturbation. Penis. Bi-sexual. Oral sex. Rape. Condom. These are a few of the words that Josh Morse and Tanya Eaton-Fraser needed to say out loud in order to teach their tenth and eleventh grade Human Sexuality class. And as you might expect, they initially had apprehensions, as did many of their students. "There were several students who felt uncomfortable right to the very end," said Eaton-Fraser. "The information had just never been presented to them before."

Our Whole Lives; sexuality education for grades 10-12, the curriculum the team used, was developed by the Unitarian Universalist Association. "We were looking for something grounded in relationships," said Head of School Pieper Toyama. "This curriculum is based on values - respect for individuals, responsibility, justice, and inclusivity - that are completely compatible with Buddhist values."

Workshops are divided into four categories: sexual health, lifespan sexuality, building healthy sexual relationships, and sexuality and social issues. Topics include basic information about anatomy and contraception, and expand into less traditional subjects such as verbal and nonverbal communication, gender equity, and recognizing unhealthy relationships. "Other curriculums focus on primarily on abstinence," said Eaton-Fraser, "but they don't meet the needs of students today. We need to truly educate our students and prepare them for what they will experience." Toyama added, "We like the way this curriculum addresses sexual issues as healthy and safe or not, rather than as right or wrong."

By design, *Our Whole Lives* supports PBA's experiential approach to learning and emphasis on self-awareness. In addition to short lectures, lessons include activities and games, and opportu-

nities for students to share their experiences and thoughts. Facts about sex are only one component of the curriculum. Equal stress is placed upon helping adolescents identify, critique, and live according to their values. Throughout the course, students are coached in the skills necessary to develop healthy relationships and to ably deal with sexual violence and issues of sexuality. "We want to give the students the information and time necessary to help them make their own choices. How many people have made decisions they would change for want of considering what they really believe? This curriculum gives students the opportunity to reflect about who they are," said Morse.

After twenty-some weeks of teaching this class Eaton-Fraser is relaxed with her newly acquired spoken vocabulary. "I overcame my initial apprehension simply by jumping in with both feet," she said. "The bottom line is that we want our students to be safe."

Female and male students met in separate small groups to list questions they had about the other gender.



Lists of questions were exchanged and answered in writing. Groups then took turns asking for additional clarification.

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CORRECTIONS

We'd like to apologize for neglecting to list Mr. & Mrs. Saburo & Edith Yoshioka's generous donation of \$6,250.

We also failed to note that Mr. & Mrs. Colbert & Gail Matsumoto made a donation of \$1,000 in memory of Kimiyo Kaya and a second \$1,000 donation in memory of Yukio Matsumoto.

Every attempt has been made to provide an accurate and complete listing of donors. We apologize for any inadvertent errors and omissions. Please call (808) 522-7395 or email donations@pbahi.org to report corrections.



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Pacific Buddhist Academy is an independent, college preparatory high school, and part of a coordinated system of Buddhist education, pre-kindergarten through grade 12. Guided by the Buddhist principles of interdependence, awareness, and peace, PBA students and faculty engage in rigorous and experiential academic learning in a community that treasures each person. Our primary concern is that our students fully develop their intellectual, physical, creative, and spiritual potential, becoming young adults who embody wisdom and compassion.

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PBA Awards Banquet

MARK YOUR CALENDARS!

Beginning this year, the Pacific Buddhist Academy will annually recognize members of the Hawai'i community who, in the way they live, demonstrate inspirational leadership. We hope you'll join us for our first annual banquet, *Lighting Our Way*, which will be held at the [Sheraton Waikiki](#) on [Friday, October 6, 2006](#). This year, we will recognize five inspirational COMMUNITY leaders.



Chelsea Toyama '07, performs with the PBA taiko troupe at the Honpa Hongwanji Hawai'i Betsuin Bon Dance.

Admissions Announcement

The Pacific Buddhist Academy is presently accepting applications in grades 10 through 12 for the 2006-07 school year! Please call Colleen Kunishige at (808) 532-2649 to schedule a school tour or to request an application packet.