BIOGRAPHICAL SUMMARY: Craig Howard Murakami

Craig Howard Murakami was born in Wailuku, Maui in 1953. Craig grew up spending the summers of his childhood in Kaupo and Hana at his aunt's house where he got to know some boys that he eventually saw again at Lahainaluna. He started boarding at Lahainaluna his freshman year of highschool, where he participated in many sports and extracurricular activities. Craig played football and track, and was a sergeant in the dorms. Craig worked in the poultry and the farm, and reflects on the skills and values that he gained while working. He went on to work as an electrician, retiring last year. He has two children, one in Maui and one in O'ahu, and he currently serves in the Lahainaluna Boarders Association.

Craig Murakami at Lahainaluna High School on November 10, 2022.

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ORAL HISTORY INTERVIEW

with

Craig Murakami (CM)

November 10, 2022

Lahaina, Maui

BY: Ty Kāwika Tengan (TT) and Wailana Medeiros (WM)

[NOTE: Also present in the interview is Micah Mizukami, Associate Director for the Center of Oral History]

TT: Okay. Uh. Aloha. This is an Oral History Interview with Craig Murakami. Date is November 10th, 2022. Time is 8:22 a.m.. We're here in the archive room at the Samuel Kamakau Library in Lahainaluna High School in Maui. And we'll be talking story with Uncle Craig here about his experiences as a Lahainaluna Boarder. Mahalo again for spending time with us.

CM: Thank you.

TT: Could you start off by giving us your full legal name.

CM: It's Craig Howard Murakami.

TT: And when and where were you born?

CM: I was born in Wailuku, Maui, July 14th, 1953.

TT: Okay. And who are your parents?

CM: My, my dad is John Murakami. He's the second eldest of his family. His oldest brother, passed during the war. My mother is Irene Marciel from Kaupo, Maui, and she's one of the younger sisters out of 14 children.

TT: Okay. Can you talk a little bit about that, the Marciel ʻohana?

CM: Yeah, well, that's where I get my Hawaiian from. And in Kaupo, where she was born they have a big family house, it's a seven bedroom house that my grandfather built. It's on a really nice piece of property. My brother lives there now, taking care of the property. And I spent my younger years there during the summer. As I was growing up I spent–as you know, in the past the summer was three months of vacation for us. And I had family in Keʻanae, Hana and Kaupo. They're all aunties of the Marciel family. And I spent a month in Keʻanae where I had an opportunity to work in a taro patch. I spent a month in

Hana, and I spent the month in Kaupo. My cousin, who was from Honolulu and the same age as I, spent all the summers together. And this was up until the time that we went into high school. It was a wonderful time. We had a great time. And what is good about it is my cousin was from the city, so he didn't know how to work. So I got all the breaks he got all the punishment. (Laughs).

TT: And what were the names of your ʻohana that were in those different places?

CM: In Keʻanae, my aunty married Ah Choy, Ah Tai. He had–they had two sons that attended Lahainaluna as boarders. In Hana my auntie married Joseph Akana, and he–they didn't have any children that went to Lahainaluna. My family in Kaupo, there was one of my uncles that aTT:ended Lahainaluna.

TT: What's his name?

CM: Leeland Marciel. He. . . . I believe he would have graduated in 1961. Or 60. Maybe 64. But he left and then he ended up going to Vietnam as well, as well as my two cousins that were from Keʻanae. So they all went into the military and made up, you know, in Vietnam.

TT: Who are those cousins?

CM: My my eldest cousin that was here was Hillary Ahtai and Joseph Ahtai.

TT: Hmm. And on your father's side, what was the ʻohana, who were they?

CM: On my father's side. His oldest brother was Toshio. He was. He ended up going with the 442 and ended up getting killed in Italy during the war. Ironically, my grandfather was in one of those camps, interned during the time that he was killed. I don't think he was able to attend the funeral at that time. It was a time where, you know, the Japanese were very, you know, looked down upon because of the war. Yeah. So my father ended up, you know, the head of the family and he helped bring up all of his brothers and sisters. I believe there were ten of them altogether as well. You know, the families were all big. A few of them went to college. One of my uncles was an engineer. One of my uncles work for the Maui News and publishing department. One of my uncles was a principal of my own high school.

TT: Well, we'll get to that. What was it–where was that your father's family living?

CM: They lived in Wailuku, up above. . . close to. . . It's on Vineyard Street, up in the area where I don't know if anybody remembers where Valley Isle Motors used to be. It's above High Street.

TT: And your grandfather, what was his name? The one who was interned.

CM: My grandfather's name was Shigeru.

TT: And where was that? That he was interned?

CM: I believe it was in Toulon Lake.

TT: Did you know him?

CM: I did meet him sometime after he returned. My father used to visit all the time and I used to go with him. This was, I was I believe it was like five or six years old at the time, but they were still living in the house in Wailuku. And I would go and visit.

TT: Were there stories that were shared in the family about that?

CM: No, they never talked about it. I learned about it by going to the Veterans Center in Wailuku.

TT: Must have been hard to talk about.

CM: Yeah. And, you know, I'm. I'm interested. And I do want to get. . . to where to camp was and kind of look at the history there as well.

TT: Mahalo. How many siblings do you have?

CM: I have two brothers and a sister. They all live on Maui. I'm the youngest. My eldest brother was in the Army, and he, when he got out of the army, he went to work for the post office and he worked in the post office until he retired. My second eldest brother also worked in the post office, eventually went to the fire department and he retired as a captain in the fire department. My sister is a realtor. She's semi-retired, but she's been a realtor for many years now. But one of my brothers and my sister lives in Kahului as well. And I have the one brother in Kaupo.

TT: And you all grew up where?

CM: We grew up in both Wailuku and Kahului. Our house in Wailuku was in the area where, in fact, we were right across where Oka supermarket used to be. And at the age of, I'd like to say, 12 years old we moved to Kahului and I was the only one at home at that time. I ended up going to school and eventually made it up here to Lahainaluna.

TT: Previous to Kahului School you were at?

CM: I went to Wailuku Elementary school and before I went to–ʻĪaoSchool would have been the next step, but before I went to ʻĪaoSchool is when we moved to Kahului.

TT: And where did you go to Intermediate?

CM: Kahului school was both an intermediate and.

TT: And who's your spouse?

CM: My spouse is Jill Cockett. We married now, I think only about five years. This is my second marriage. We both have children from previous marriages. My first wife was Lavern Fujioka, and we had two children.

TT: And where did you live in both times?

CM: I, I lived in Kahului. After after high school, I lived in Kahului for a bit. And then I had a house up in ʻĪaoValley. And then now I have a house in Kahului.

TT: Okay, mahalo. So you spend a lot of time in Kahului, then, could you talk about a liTT:le bit how that's changed the neighborhoods that you've lived in or in Kahului in general from when you were a small kid up until now?

CM: Yeah, well, it's more heavy traffic, shopping centers, more commercial things that have come in. I as far as the people, there's more people. I think the general feeling is that the people haven't changed much. You know, they're still cordial. You know, it's not like it's a big city where, you know–of course, we don't know everybody like we used to in the past, but people are cordial. So, you know, that's a good thing.

TT: What was the neighborhood like when you were growing up? The neighborhood. . . And where in Kahului were you?

CM: We I grew up in Kahului. This was in the older increments. It's closer to the airport off of Punene avenue. And it was fine. I mean, I went to Kahului School, I think, three years before I ended up coming to Lahainaluna. And the amount of time I spent there was wasn't that much. But the time that I did spend there was was good.

TT: And how many children do you have?

CM: I have two children. My my eldest is Jessica. And then my son is Brandon.

TT: And where are they at.

CM: Brandon is on Oʻahu, he works for an electrical contractor there. And my daughter is on Maui. She's the SASA for Waiheʻe school.

TT: Could you give us the story of how you got here to Lahainaluna?

CM: Well, when I was growing up, we came to visit my uncle who was in the dorm. And this was the old dorms. And they had those roll up windows, the old type sash, sash and cord type windows. And I remember the rooms very well. They had two windows, one on each side, and they had a bed, or two beds because there were you know, they had a roommate. And it's pretty much the same like what you see today in the dorms. But when

I went into the dorm, the feeling that I got is that everybody were brothers. And, you know, it made me feel really good about it. This is something that, you know, I want to be here. You know, they talk a lot about, hazing and all that kind of stuff. And, you know, I never saw anything like that. They were all, friendly and welcoming. And, it was amazing. You know, I enjoyed coming here and, I did love the red and white color. I said, I'm going to play football for this team, this school, and I want to wear that red and white. And, I got the opportunity to do that.

TT: Well, which uncle is this?

CM: This is Leland Marciel.

TT: So you then applied in intermediate to come?

CM: Yeah, I applied during intermediate school and I got accepted.

TT: And what was it like making that transition from Kahului School to becoming a boarder here?

CM: It was a little difficult. In the beginning, I wouldn't say difficult because my parents knew that I wanted to be here. And I give all the credit to my mom. She helped me prepare. She taught me how to do my laundry, how to iron my clothes all of this. So when I got here, I didn't have any kind of problems. I knew how to do all of that. It was just a matter of adjusting to life away from home. And, I tell everyone this story, you know, I went I think after about the second week that I was here on a Sunday, we only had two phones on campus. And I got up in the morning and I walked to the phone and I considered calling home to tell them to come get me. I'm out of here. I want to leave here. And so I get emotional. Everytime I think about my mom. She answered the phone and she told me. You must be doing great. You haven't called home in two weeks. And I thought to myself, I'm not doing that bad. I am doing well. And I said, yes. I just called to say hello. And then after that, everything was a breeze. I knew I was home.

TT: Could you talk a little bit about those first two weeks or maybe even if you could flash back to the first few days when you arrived?

CM: Well, it was something different trying to get adjusted to the dorm life. Everything was, it was regimental.

TT: And what dorm were you in?

CM: My freshman year, I was in Hoapili dorm. That's the only year I would spend in a dorm. The other three years I spent in David Malo dorm. But in Hoapili, in fact, all of the dorms, everything was regimental. I mean, you had two officers on the floor and you had upperclassmen that were an extension of the officers and they helped keep order, keep organization in the dorms. So we all had our things to do in the dorm and of course, take care of your own room. That was one. The other one was general dorm clean up. And as

far as all of the other stuff that we did on campus, it was the same way, we had farm foremans during the work period. But the seniors were like the leaders. They took everybody under their wing and taught them, okay, if you work in the dairy, you're going to do this. This is your job. If you work in the poultry or the farm area, we all got taught, we were like apprentices and we eventually became the upperclassmen and took the leadership role, you know, which is something that's, something you don't see as much today. But we're hoping that we can, bring that back.

TT: Did you have a roommate when you came?

CM: Yes. My roommate in my freshman year was a sophomore from Wailuku, Richie Okamura. He passed away a couple of years ago. But he, I remember he worked in the dairy at the time and the dairy guys got up, I think like 3:00 in the morning to collect the cows and milk the cows and whatever. But the most that I remember about it is they always cleaned and sterilize, so my room always smelled like Clorox. Yeah.

TT: And did you guys get along well?

CM: Oh, we got along well. I think everybody, you know, they select–you don't get to choose your roommates. The administration selects your roommates. And I mean, it's just the matter–is part of your growing process. Yeah. You adjust and you learn.

TT: We're talking to Eddie Espiritu also, he mentioned that there was an initiation, at least that he went through. Was there one for you?

CM: Yeah, yeah, yeah. We all had to. Well, one of the things we had to do was learn how to sing the alma mater. And, you know, we had like two weeks to do that, and we had to sing it in front of all of the upperclassmen individually, not as a group, to make sure we got the words correct. One other thing is that what we did is we had to sing using a water hose and a sprinkler for a microphone. And if they didn't like what you were singing or they didn't like how you sang it, they turned the water on. And I don't think they enjoyed anybody singing because everybody got splashed. But, you know, other than that, there wasn't any real bad things that I recall.

TT: So what were the living conditions like in the dorms? I suppose for you everything was sanitized with Clorox, but in general, how would you describe?

CM: It was good. Everybody took care of their own rooms. We had inspections.

TT: Can you describe your living space, too, and how it was set up?

CM: It's exactly the same as you would see it today in David Malo dormitory. There's been some changes, but the only changes have been in the bathrooms. They've made it more individualized. We had a stall like a gym showers used to be where everybody got in and showered and the toilets were all open. I mean, there were dividers, but they were all open. So, I mean, it was clean. We cleaned the dorm that shared the common areas every

night before we went to bed. And before we went to school, I mean, we would we would line up for breakfast, go to breakfast, come back, grab your books and whatever and get to school. But everybody needs to make sure that their beds were made up good and the general area was left tidy. There was–we had a matron, Mrs. Lindsey, who would walk through the dorms when we're not there or even when we're there. And she would inspect our rooms, inspect the common areas, and if your rooms were dirty or needed–or your bed was not made or left out of place, rubbish in your rubbish can, you got overtime. And overtime was hours that you worked after we worked our normal hours that we were required to work, so nobody wanted overtime. It wasn't a good thing to do. Today everybody loves overtime. At the time, overtime wasn't anything that we enjoyed. But yeah, and then if the common areas were bad everybody would get gigged. So, we all wanted to not get any overtime. So everything was well kept.

TT: Could you talk a little bit more about Ma Lindsey, who she was, and the type of person and your relationship to her?

CM: She lived in Lahaina. We'd see her all the time. Every morning. She'd come up with the boarders punched out from the morning work session, and if anybody needed to see her or had any problems, she was available. She was right at the time clock for any kind of thing. People would go to her. She was also here. Made herself available during the weekends again after work in the mornings. And, you know, she–we were all her sons and she treated everybody like they were her sons. And, you know, that was really something nice. Yeah. She and she'd even have, you know, some people who, you know, didn't have families here or anything that needed help or needed some place to stay over the weekend and she'd take them home so that–she was a wonderful lady.

TT: Who are the other staff that were involved with the boarding program or that were living in the dorms or.

CM: Well, during the time that we were here, we had two what were called counselors in each of the dormitories. They were all men, most of um were teachers that taught at the school. You know, it's a great deal to be in the dorms because you got free living quarters, you got opportunity for free food. And they were basically on call. I mean, they weren't responsible for supervising any of the boarders. Like I said before, the upperclassmen took charge. And we were always in order, if there was a problem, there was a fight or there was something, then the councelors would get involved. But I mean, as far as supervising cleanup or inspecting the rooms or anything like that, they never did any of that. Mrs. Lindsey took care of the making sure that everything was in order as far as cleanliness in the dorms.

TT: And do you remember the names of the counselors in your dorm?

CM: I remember there was a Greg Matsui. Mr. Greg Matsui, who was a teacher. Mr.. I forget his first name, Yoshimori, who was also a teacher. Mr.. Miyamoto. So we had very little interaction with them. So, I mean, they were just there.

TT: How about the principal? What role did the principle play in the boarding program?

CM: The principal was my uncle at the time, and I have to say he spent a lot of time with the boarders. He would be out checking on us often during the work time. Every now at dinner he would. He'd come into the dorms. He went up to the L with us every single time we went. And you know, I have to say, he was dedicated to the boarding department.

TT: Did you have any issues yourself being his nephew?

CM: I expected issues. I did not get any. I think he expected more issues than I did because when I did my application, he spoke to my father and told my father he didn't think it was a good idea for me to come here. And my dad told him, hey, if he wants to go let him go that's his problem. And that's always been my my dad's approach is, you want to do it, you go do it and you'll figure it out. And I went and what I find out now is, many of my classmates, they didn't even know he was my uncle. And, you know, so if my classmates didn't know, I would guess that most everybody else didn't know. You know, when we get together at Reunion and we talk about it and say, "Oh, I didn't know he was your uncle", I said, "Well, he is". (Laughs)

TT: Well, you mentioned and you alluded to the work schedule a few times here. Could you run us through your daily schedule and what your your jobs and routines were?

CM: Yeah, well, we worked every morning an hour in the morning and two and a half hours in the afternoon. I think our works–our work was from 6 to 7. And then after work, we got to go back to the dorms, shower, get ready for school, and then we'd line up, all 122 borders along the sidewalk in front of David Malo dormitory. There's a long sidewalk there, so we all lined up there by class. The seniors led. The juniors were after, the sophomores and the freshmen, and also at that time during when we were lining up and as you would from there, walk to the cafeteria for breakfast. This is during the school days. And as we walked up to the cafeteria, most of the officers would do an inspection of us, as well as Mrs. Lindsey every now and then, they paid attention to your haircut, your dress attire, your shoes and all of that. You know, I have to say, it was close to being in the military, and we took pride in that. We marched proudly to the cafeteria. And this is something that, you know, we carry on. You know, today, from the time that we were there. That we still do today. Like for myself, I don't–you can see I don't need to wear a belt, but I always wear a belt when I need, need it or not. This is something they expected. If you had belt loops on your pants, you wore a belt. If you had a shirt that had tails you to put it in, if had buttons, you button that up. I mean, not all the way up to your neck, but at least to the last button, the top button. You could leave the top button off your shirts needed to be clean and ironed if they needed to be ironed and we all wore pants.

TT: And shoes?

CM: And shoes. And shoes had to be polished. So that was–and then we went to breakfast. We had breakfast after breakfast we had time to come back to the dorms. Use the bathroom, get cleaned up, grab your books, and then straight to school. Straight to class after that.

TT: Did the students have a similar dress than you or?

CM: They have a school dress school. They had a school dress code. But it wasn't like we had, we had we had our own dress code.

TT: What was the school dress code?

CM: Um, I, I think they could wear shorts and stuff like that and not have to wear shoes. And so, you could, you could really tell who the boarders were.

TT: So it was real distinct in classes who the boarders were versus the day students.

CM: Yeah. Yes. Haircuts and all of that. You know, there was no dress code with regard to length of your hair or anything for a day school. But we had.

TT: What was your job?

CM: Oh, well, let me talk a little bit about the afternoon work section. The afternoon we got to go to work, I think it was. We got out of school like 2:00 and I reported to work at before 2:30. And I know you saw the time clock down there. We always used to punch in to record your time that you work. So you punch in. Punch out.

TT: Could you describe this time clock to those who are not familiar?

CM: Yeah, well, it's it was–I don't know when it was built. I think there's a placard on there that shows when it was built and everything. But. But there was a big card on there and it had all numbers and your names and then you'd punch it and it would record when you punch in and when you punch out. And then we did it. You know, you've got to do it. If you don't show that you've been to work, I mean, somebody is going to go check on you. And like in the mornings we'd have one of the senior borders would take care of the time clock. And after everybody's supposed to be punched in, he would look at it. And if somebody's is missing, he would go to the dorms and check if that person is there and why he's not at work. That was his job. We worked. What is that? Hour and a half in the afternoon. Most of us participated in sports. So after work, we got to go back, get ready for sports and practice and then get back, dinner, shower, study period. Clean up. . . To bed. We were kept very busy doing all of that. So we slept well for one thing. And because we had to get up early in the morning. So I worked in several areas. I worked in the poultry. In the poultry we you know, we had chickens. . .

TT: First year in poultry?

CM: I, I don't recall the years. I just I remember all of the areas I worked in the poultry where we. Had layers and laying chickens for eggs. And then we raised broilers for the meat. So we collected eggs every morning. Left them in the room. We had a grading room an egg grading and cleaning room where we would view yolks, make sure they were all good. There was a light that would inspect the eggs and sandpaper to clean the dirt off the eggs, too, you know. So we graded the eggs. Basically, we graded the eggs. All the bad eggs, went to the boarders. We ate all the bad eggs or ugly eggs, and the better eggs were sold to the staff. Some of them went to Nagasako supermarket. Down in town.

TT: What goes into the grading?

CM: What are the size, the shape, the color. So, you know, if they have to be a certain size to to–you have small, medium, large. And I think we only sold a certain size. So all of the other ones went to the boarding department that we ate. Um, there were broilers that we raised and eventually slaughtered for market and for the boarders. We slaughtered, we cleaned them took all the feathers off, cleaned them packaged them got um ready for market and for the boarders. The laying chickens as they, you know went or got too old to lay eggs were also slaughtered and sold as stewing chickens. So all of that we talk about being sustainable. You know, those are all the things we did. The manure that came from the chicken, went to the farm that we had for fertilizer. So one year I worked in the farm as well besides the poultry taking care of the garden and a little bit work in the orchard. In the garden, one of the things I did was I had an opportunity to operate the tractor, the plow which which would do all the tilling of the soil and everything. I believe that was in my junior year because, you know, it's usually an upperclassman that gets the responsibility of doing that. So I did that. And, you know, I ran a lot of the equipment after that. I went into the utility portion, which does a lot of the miscellaneous work on campus. You know, one of the things I did in the utility was I drove the dump truck, we picked up rubbish. We hauled all the rubbish on campus. So we went to all of the teacher's cottages, went to law school areas and loaded up rubbish every morning, every afternoon and took it to the dump. We had a dump site here on property.

Yeah. I also, like I said, there was a lot of opportunities because I guess they considered to be responsible. So I had opportunities to operate equipment also operated a small bulldozer and we did plowing with that as well. Yeah. I never. I never worked in a dairy. I never worked in the kitchen. So, you know. You know, other than that, I think most of my time was spent between the poultry, the garden and utility work. You know, the other thing that's unique about the time that we were here, we had. Four? Well, actually, there were an extension of two farm foremen that we had. The primary farm foremans at the time was Chief, Mr. Earl Kukahiko, and another one was on Mr. Irimata. Mr. Irimata primarily took care of the garden and the orchard and all of that, and Chief took care of everything else. And, you know, he was the main guy on campus. We also had two ag teachers, Mr. Kagawa and Mr. Kawamura, who helped during the work periods with the boarders, assisting in whatever they needed to do. We had boarders who worked in the carpenter shop, in the machine shop and in the auto shop, and those shop teachers opened up their shops every afternoon and every Saturday, and were available for the boarders doing their work period. During the work period they worked on campus repairs and

small projects for the school. It was always work related to the school. So you know, a lot of my–you know as you get those–I guess those jobs were more delegated to the upperclassmen because of the need for responsibility, but they all got assigned those positions because of their classroom work. So if they were in the class, in the ag class, or in the machine shop class or the carpenter shop, you know that those teachers would select them to work during their work period in the shops.

TT: So you weren't a part of those?

CM: I did not work in any shop.

TT: Or connected to the classes. Could you talk a little bit more about the poultry? How many chickens were there for the layers versus the broilers? And how many of you were working?

CM: I would like to say there were like. 15 to 20 of us that worked in the poultry. There was–I can't say how many layers there was, but there were rows and rows of chickens that laid eggs. There's quite a bit of eggs to pick up in. It was in a row. It was a row of coops, and it was set up where the–there was a wire grate on the bottom, so the manure would drop to the ground and it was sloped to the front where there was an opening and there was a catch. So as they laid the egg, all the eggs would roll out to the front. So we went. That's what we do in the morning is pick up all the eggs. The manure was usually saved for Saturdays. Just let it accumulate during the week and then during the Saturdays we'd scrape it up and put it in a pile and let it sit for a while before it went out to the farm.

TT: Along with it, you usually need to sit.

CM: I don't know how long, till it dries a little, I think it's a little high in acid or something for a while, so. But so they let it sit and spread it out, let it dry out, and then they use it in the–we used to till it into the soil after its dried.

TT: And then the broilers?

CM: The broilers they had the–they kept the broilers kind of like in a building. So they restricted their movement so that they'd fatten up, they ate well, and there was, there was like they was like shoulder to shoulder. I mean, a wing to wing you might want to call, but, but there was quite a bit of broilers and they, you know, of course they grew in shifts. Yeah. You, you grow some from chick to harvesting size and and they get killed and then you replace um. So that was quite–and it didn't take long for them to to grow. So there was always movement.

TT: And who oversaw the poultry?

CM: The poultry was, I believe, overseen at the time by Mr. Kawamura or Mr. Kagawa. Um, of course they were only part time. So I mean, a lot of–they all kind of covered each

other's back. I mean, they all took turns, you know, it wasn't, you know, like I say, the primary farm foremans were Mr. Irimata and Chief.

TT: Okay and the poultry kind of fell under them?

CM: Yeah, yeah.

TT: And the the garden and the orchard you're talking about, about how many students would be working them and what were the kinds of things that were being grown?

CM: I would say about, again, another 15 to 20 students in the farm. There was a lower garden area, which it was a fairly good sized area. There was corn, Chinese peas, green beans, eggplant, lettuce, tomato. There was just about any kind of vegetable that you can think of. And also those I mean, we grew, we planted, we harvested, we cleaned it. There was a cleaning room down there. We also graded them for market. And again, off grades went to the borders. I mean, we never gave it a second thought. We ate everything. Once you cook it, it doesn't it doesn't look like it's off grade anymore. But yeah, we ate very well.

TT: And then the orchard had the. . ?

CM: There was mangoes. Bananas. I don't–I think it was primarily mangoes or papayas, and they were mostly up–the upgarden, in what we call the upgarden, which is the area that we're working on now. And there was also a watermelon that was grown up there.

TT: Wonderful. So you have that work both in the morning and the afternoon in the same place.

CM: Yeah. You did different–you know, like I said, if you worked with the farm animals, I mean, you had to feed them in the morning or like in a dairy, you had to milk them in the morning and, you know, get them ready. And then, each had a different areas had different duties, morning duties and afternoon duties, you know, depending on where you worked.

TT: And they really feel like work. Did you guys get to fool around a little bit or play?

CM: Nobody fooled around, like I said. I mean, we had farm foremans. We had teachers that assisted us. But. Upperclassmen kept us in order. We all worked. We all work together. We all knew, knew what our jobs were. And we knew we had to get it done. Nobody wanted overtime. I mean, and overtime was was, you know, if you were in a group, I mean, and your leader doesn't control you, everybody gets overtime. Or if you can prove that, you know, a particular person is not doing their work, then that particular person would get overtime. But I think for the most part, I don't recall us getting into much trouble during work. We all just reported and did what we needed to do.

TT: Could you talk about the farm foremen and what they were like?

CM: They were I mean, they were really good about keeping order, keeping things. You know, we did learn a lot in–talk about the garden area first, about plowing and planting and fertilizing. At the time we sprayed for bugs and then, you know, propagating the plants, letting them come to harvest and the cleaning, and the grading, you know, and getting them ready for market. And yeah, there was something, you know, to note. You know, everybody talks about Mr. Iramata that he was it was a kind of a quiet guy. And, you know, he was he was stricter then than Chief. And but, you know, not necessarily goofing off. But, when people are, you know, looking around when the boss is coming, you want to act like you're working hard yeah. So he had a jeep that had a squeak that you could hear coming. So everybody would say, Oh, Mr. Irimata's coming. You can hear him squeaking. And he was you know, I have to say, it was he was kind of a sly guy. Some of them call him the sly mongoose because he used to–the area below the down garden anyway has a hill. And he turned his engine off and rolled his jeep down the hill, but we could hear the squeaking. (laughs) So we knew he was coming. I mean, we all knew he turned his engine off for a reason, but he could never sneak up on anybody. But yeah, and then Chief. Everybody loved Chief. You know, he was. He was very fair. He was stern. You need to do your work. I mean, and he would, but he would–I think both farm foremans, they would set you up and let you take the lead. It wasn't like they'd hold you by the hand and tell you "oh this is how you do this". They would show you one time, this is what you want to do. And, you know, repetition. You're going to get better at what you do. But they let us grow that way. You know, you make a mistake. They correct you. You correct it. And but don't keep making the same mistake. I mean, and, you know, a lot of us, you know, learned how to become, more reliable, more, depending on yourself and working with others. And there was something that I value today, that we were allowed to do that. Chief seldom got mad, but we do remember him when he got mad. He would–you could hear his voice raise and you could see his eyes open. He had big white eyes when he got mad. And we saw that everybody left. We all disappeared. But then, you know, you'd get your scolding. And, I mean, five, 5 minutes later, he's back to his old self. You know, everybody gets mad.

TT: Mahalo. Mahalo. Could you talk a little bit about your classes and the kinds of courses, interest that you had in school?

CM: You know, I was, I was never a good student. I always only did enough to get by. I never aspired to be a scholar or graduate with honors or anything. I did all my classes, I did what I needed to do. Like I said, I participated in sports, so you had to make the grade for one thing. I know I could have done a lot better if I had got into the books and did what I needed to do. But, you know, it was something that I don't know. I just never, I never like school, you know? I liked going to class, I like visiting, I liked having lunch. But as far as studying, it was it wasn't my thing.

TT: Were there any particular teachers that stood out to you that made an impact on you?

CM: All of the teachers? You know, they really took to the boarders. They knew that we were students away from home and if we needed extra help I know a lot of them would help or help the boarders out with the classes and everything like that. But like I say, I did

enough to get by. I never did have to ask for help, but I know they did help a lot of the boarders as far as certain teachers standing out. I, I can't name any. I mean, to me, they were all there and they did, they did a good job.

TT: Can you talk a little bit then about the sports and what you played?

CM: Well, I played football for four years while I was here. I mean, it's one of the reasons I came here. And I was also on the track team. Those are the two primary sports that I participated in. Other than that, I didn't–there was, there were only the four major sports that we participated the school did at that time. So I never played baseball. And basketball was was not my game. So I only participated in football and track.

TT: And what position did you play in football?

CM: I was, I played offensive guard and I played in the defense. I played middle linebacker most of the time. A lot of us, because the school was so small in the day, played both offense and defense. In fact, I never came off the field. I kicked during kickoff. I played offense, I played defense. And I was on the receiving team as well. So I never came off the field.

TT: And could you talk a little bit about your your time in football? Was it and how important was it for you and your time here at Lahainaluna?

CM: It was, it was a good molding time. The coaches that we had were very good. The coaches that I remember especially was Mr. Jimmy Greig. The gym is named after him. He was the line coach, defensive coach. And, you know, he always, he always had positive things to say to us. And, you know, he's the–I think inspiration wise, he's been the most inspirational to me as a coach. He'd never–he was always optimistic. And, you know, as a senior, our senior year, we never won one football game. We lost every single game. And he was always there, you know, picking us up, you know, giving us inspiration, you know, try to get better, get us motivated. And I have to say, I, you know, because our numbers were so small, I can almost say we won every game in the first half. It was the second half that we lost. And we all ran out of gas. You know, it was just. But, you know, we did what we had to do. We did our best. Mr. Ariyoshi, he was also a coach that was inspirational to us. He was, he was a very, I guess humble. And, you know, he taught us very well the game of football and something that I remember as far as coaches we had Mr. Bob Kawaguchi who also work with us. Mr. Yoshimuri and Mr. Matsui, who was in the dorms that I spoke of earlier, were also assistant coaches. And, you know, everybody was like a family up here. We knew everybody. And when we had so much association with them that, you know, it became easy to communicate with everybody.

TT: And my understanding, my understanding is that sports is one of the few times boarders really interact more with the day students or. . .

CM: Yes.

TT: Was the divisions kind of with boarders and day students still apparent in the team or how was that?

CM: I really don't think, you know, there was a real division between the boarders and the day students. We knew who we were. They knew who they were. You know, I don't recall any incidences, you know, like fights or anything between boarders and day students. Like you hear at some schools, you know, between different groups. You know, we all kind of respected each other's space in sports. We were a team, well, we all played together. We all got along. And for the most part, I think in school as well, you know, I never noticed any, any issues that that came up.

TT: Yeah, sorry. I think division was the wrong word. Maybe distinction.

CM: Oh yeah. Distinction is–you, you knew who they were. I mean, we knew who we were. Most of the people who participated in sports during our time, I'd say that half of the football team were boarders. I mean, like I say, everybody almost participated in sports. It was. . . It was a way for us to get away from school when, you know, sometimes get away from work. If we had games in Kahului, we had to get bused over. So we got out of work early, we got dressed, we had to ride the bus over. So, you know, there was something that we all look forward to, getting. . . give me a little advantage or, so to speak, or over the rest of the boarders. It's the most you know, most boarders is participated in sports. In fact, I believe my during my senior year on the basketball team all the starters were were boarders, you know, so. And I think four of them were from Molokaʻi. So we had a lot of athletes that came to Lahainaluna as well. You know, they, they, you know, for for places like Hana or, you know, the outlying areas, Molokaʻi, Lanaʻi, they don't have the opportunity to participate in sports at that level, yeah. So a lot of them wanted to come to Lahainaluna to have the opportunity to play sports and a lot of them did.

TT: I thought I recalled earlier, maybe at our last visit that the football team also had a special meal too on certain days?

CM: No, we didn't have any special meal. Maybe today too, but.

TT: I might be misremembering that completely.

CM: Well, we had every dinner. I mean, after practice, we'd have dinner. They would put dinner aside for us because we ate after all the rest of the boarders. But it was basically set up for us. We'd serve ourselves. And and, you know, the thing I remember most about our meals is that we had milk from the dairy, and it used to be in those big stainless steel cans that were ice cold. And I think many of us drank upwards of a half a gallon of milk every night. I mean, after practice, itʻs cold, it quenches your thirst.

TT: In that big stainless steel. (Points at milk jug)

CM: I think. Yeah, yeah, yeah. But, but we all drank a lot, a lot of milk and you know, overall we ate well, we went up to the cafeteria, we had dinner. A lot of us didn't or wasn't able to eat at the time because we drank so much milk. So we weren't supposed to do this, but we took rice we put rice in plastic bags and we took it back to the dorm. And every night during study period we'd have a break and a bunch of us players would get together and get into the room. We'd gather in somebody's room and cut open the bag of rice on the floor, and everybody would bring a can of food tuna, pork and beans, corned beef, whatever they had, and we'd have a potluck. And that was something that I remember well. I mean, you know, we would sit down in somebody's room, we'd take turns so that there's not the same guy cleaning up all the time. Yeah, but yeah, I mean, we, I mean, there were times that we did eat in a cafeteria, but I would say maybe once or twice a week we get in the dorms and have a potluck.

TT: Can you talk a little bit about the kinds of guys who were in your dorm and where they're from and just the dynamics of dorm life in general?

CM: Well, you know, we had guys from all over the state. The only–I don't think we had anybody from Kauaʻi anytime that I was–during the time that I was here. But we had students from the Big Island. There were students from, of course, Molokaʻi, Lanaʻi, Oʻahu. The numbers, I think, for Molokaʻi and Lanaʻi were I think there were like two or three from Lanaʻi that when I was here, Molokai, there was quite a few of them, maybe 15 or 20, and then the rest were from Maui. Outlying areas. Central Maui, upcountry. I had a classmate from Sri Lanka. We was Ceylon at the time, but he, he had made his way to Lahainaluna and, yeah. So that was, it was interesting to have this mixture of cultures and mixture of backgrounds. So that was I mean, we all got along well. I mean, we got to learn each other's different, you know, cultures and um, yeah, it was a great time.

TT: My understanding is that especially coming from a lot of the rural parts that maybe at least half or maybe more actually were probably native Hawaiians who were in the dorms?

CM: I would think most of them were. Yeah. In fact, some. A couple of them. I never knew their names, but because I spent like I said, I spent my summers in Keʻanae and Hana and whatever, you know, I'd see them all. We used to go swimming in Keʻanae in the afternoons. This is close to my aunty's house. We used to walk to a pond over there and the name of the pond was Ching's Pond. And I used to see all these guys, you know, we would play together and swim together. We never knew each other's names. But then when we got to Lahainaluna I say, I know you from someplace! And then we got to finally introduce ourselves. But yeah, that was interesting. And both of guys, in fact, they was like in my class, I think there were two people from Keʻanae and probably two from Hana and two from Wailua, which is between Keʻanae and Hana. There wasn't anyone from Kaupo that I recall, but I know there was some that were younger and were older. But I think all of them were part Hawaiian.

TT: Could you also talk a little bit more on the relationships between the upperclassmen and the underclassmen? Earlier, you had mentioned that you've never experienced or saw hazing, but how would you characterize that those relationships and also. . .?

CM: Well, you know, I although I never experienced or saw it, I mean, I did hear about it. And there, you know, for the most part, from what I've understood and what I've done myself as when I was in upperclassmen, is these people who were responsible for the hazing they got straightened out by their upperclassmen. Their upperclassmen didn't go for that for the most part. So I had, during my senior year, I spoke to quite a few juniors and seniors about it. And, you know, it never happened again. I mean, I never had to, we spoke as a group, not as individuals, but, usually the hazing is done by an individual, not by a group. So if this individual is a senior, when when we spoke to them, it would be a group of seniors or upperclassmen. And you kind of go over the issues, you know. When I was a senior, I was the boarder's captain, and I was responsible for overall order in the dorms in both dorms. So we had the hierarchy was two lieutenants who were upperclassmen, a bunch of sergeants that were lieutenants. I mean, juniors, excuse me. Sergeants that were juniors. And these were all people that were responsible and were looked at. And also the upperclassman were an extension of your officers. So everybody helped out to keep order.

TT: How are the officers elected or appointed, how did that happen?

CM: The officers were elected by the boarders. We had a president, a first Vice president, a second vice president, a secretary and a treasurer. We all, we had an election at the end of the year. Of course, all of the candidates needed to be nominated and approved by staff before we went to the election, and they were all elected at the at the end of the year for the next year. The sergeants, or actually the lieutenants and the sergeants were appointed by the staff.

TT: And the captain?

CM: The captain was part of that election.

TT: That was part of the election too, okay. And what was the boarders court, could you talk about that?

CM: The Borders Court. It existed. But during the time that we were here, I don't recall participating in it. We also had a court in school in the day school which was also available. But I don't recall us having any issues or having to be in court. I do recall, and like I say, I don't know that I participated in it as a senior because the court would have been made up of, you know, upperclassmen. It might have happened the years prior to my becoming an upperclassman. But typically, what the court would do is, it was made up of all boarders. They would, they would present their case, you know, the boarder. And he could have somebody represent him as well, present their case to the court. The court would review the case and they would determine whether the incident was something that needed to be brought up to the advisory board, and then it would go to the

advisory board for punishment. The court did not determine the punishment. It was for violations of rules and stuff like that.

TT: So when we're thinking about in terms of discipline in general. . .

CM: It was all overtime. Everything. Discipline was overtime.

TT: And then there was the the boarders court for infractions of dorm rules?

CM: Dorm rules, you know. You know, reporting I mean, not reporting for work. That reporting late continued I guess reminders about cleaning your room and stuff like that, you know, not participating in cleanup, you know, you know, all of the day to day problems that you would expect. We never had to, we don't, we didn't review any of the I guess, the scholastic part of it. You know, this is all done by the school, but it's basically has to do with keeping order.

TT: Would. . . would there will be a different process for the more serious infractions of school rules?

CM: That would go directly to the advisory board. The advisory board was made up of the boarding department, teachers and staff. They would review your case and give you the appropriate amount of hours. They also did a year end, the advisory board also did a year end review, which would they would look at your your record, your incidences if you had incidences, also look at your your grades and determine if you would be welcome back or not the next year.

TT: What did people mostly get in trouble for?

CM: I think mostly for running away from school, going downtown when you're not supposed to, not reporting to work. There was fighting that they got into trouble for. You know, people fight, you know, with each other. You know, it's going to happen. Yeah. I think a lot of it had to do with not being in the dorms when you're supposed to be in dorms.

TT: Could you talk a little bit about when you got to go downtown on the weekends and what that, what your weekends in general?

CM: Yeah. Well. After work on Saturdays we had lunch and after lunch we had work in the morning we had breakfast. And then after that we had lunch. After lunch we were free all of the–we were allowed to go home one weekend a month. Other than that, we stayed on campus and we spent the time in the dorm doing our laundry, doing our clean up, studying for those who enjoyed studying. We had a lot of time spent on boarders field, you know, playing unorganized sports. Yeah, we spent a lot of time in the dorms. As a freshman, well, like I say, everybody got to go home once a month. The seniors were allowed to go to town on Friday nights. Only seniors. So after work on Fridays, they were allowed to go to town. I think the curfew was 10:00 or whatever the county rules are. On Saturdays we got to go to town after work. If you didn't have overtime.

TT: That's everyone?

CM: Everyone. Yeah, yeah. If you didn't. And if you didn't go home for a weekend because not everybody was would go home, you know, it was staggered based on your your work requirement. So, you know, Saturdays we got to go downtown after work. I think everybody had to be back like with the exception of the seniors, like at 9:00 or 10:00. And then the seniors had an extra hour. So there was, you know, that was that a little bit of advantage that you had as being a senior. You know, you had earned that right to to have that extra time off on your own. Yeah. And we spent I mean, we just went to town. You know, it was good to get–we walked to town, and most of us walked back up to the school. Um, I believe the cab at the time was $0.25, and we had a, we had a bank that the boarding department had a bank where you'd have money deposited in your bank account and you had, you could take out only X amount of money each week. So with the amount of money we took out or were allowed to have, we had to decide whether we're going to eat and walk up to the school, or eat less and catch a cab up to the school. So, you know, a lot of people walked. I mean, you know, for $0.25, you know, you could have gotten a burger or something at the time. And, you know, but depending on, you know, if you don't manage your time well and you don't make it back to school on time, you're going to get overtime. So and they checked us in as we came in so you know, everybody knew if you were late. And like I say, we had the distinction of being a boarder because of the way we dressed. We dressed the same way to go to town as we dress to go to school. So everybody in Lahaina town recognized us. Back in the day, there wasn't any houses like you see coming up line, a Lahainaluna road. It was all cane field. But, you know, I have to say, the community embraced the boarders and anybody would see us walking up the road, they'd pick us up and give us a ride up to the school. You know, they had no reason to come up to the school because there was nothing up here. But they would pick us up and just give us a ride, you know? Hey, you guys want a ride? Sure. Bring us up to the school. I mean, it was it was it was something that, you know, we talk about even today about, you know, having the community embrace the school and the boarders, you know, like it was in the past. Of course, they're not here during the weekends right now. And we're hoping that that comes back. And then we can, we can gain that, you know, that that connection again with the community.

TT: Now I know that now there are sponsors for the students to go home with if they can't go, or to be with locally if they can't go home. Was there a family and there wasn't sponsors?

CM: No, there was not. There was no sponsors. You had your family at home and that was it.

TT: But were there other families in Lahaina that you became close with or classmates or?

CM: There wasn't any families that I stayed with in Lahaina of course, you know, my parents were in Kahului, so it wasn't that far away. But I know that there were people who got close to families in Lahaina and they stayed with them, especially those from the neighbor islands, so that they wouldn't I mean, they couldn't go home every weekend. So but they got to stay sometimes on the weekend with them. Of course, they needed to get

permission from their parents to do that as well. You know, and as we talk about going home on the weekends, I go home once a month on the weekend and as soon as I got a license, I'd end up back in Lahaina and go back home. And now it's just you couldn't stay away from the place. You know, it was a very, you know, interesting and a good time.

TT: What did you guys do for fun in Lahaina and when you were able to go into town?

CM: You know, nothing really much. There was a there was a mini golf in town that a lot of people used to go to. And one of the–it was owned by this family where one of the ladies worked in the cafeteria. So, again, you know, they being boarders that hang out there. You know, they kind of embrace that as well, you know. So they got a lot of special treatment there. There was, I think, two theaters in town that we also used to go to. And, you know, other than that, just hang out, check out the girls, you know, just about it. Nothing, you know, I did have some some friends who. I used to have surfboards and stuff like that. They used to have friends in Lahaina. Of course you've got to dress to go to town, so but they had friends in Lahaina that they met and they would change and go surfing or do whatever, you know, go diving, some of them. But. Yeah.

TT: So you mentioned checking out the girls. What was dating life like?

CM: It was. It was very interesting, you know. You always we always thought about, I want to ask this girl out and then everybody asks you what kind of car she get because. You got to ask– to go out, you have to ask a girl to come pick you up. That's very different. You know, it's usually you ask somebody out, you go pick them up. But yeah, it was always. "Oh, what kine car your girlfriend get, you think when she bring you home or bring you up to Lahainaluna we can catch ride?" (Laughs). Now, that was always the thing about, you know, you know, being in a position to have a girlfriend. And, you know,that was the fun part about it. You know, there was a lot of, a lot of interest in what kind of car they drove. (Laughs)

TT: And did you have girlfriends who drove?

CM: Yeah, I did. I did. You know, it was good. You know, we had you know, I had a ride, you know, in fact, during my senior year, my girlfriend's mother was also the boarders cook. So I had it made.

TT: Who was this?

CM: That was Mrs. Yamauchi. The boarders cook. Yeah. So, yeah, she was. I think she was a boarders cook for, like. Three years, two or three years. We had a special cook assigned to the boarders because they had to prepare. There wasn't any breakfast served to the general student population. So they made breakfast for the boarders, we ate the regular school lunch and then the boarders cook also prepared dinner for the boarders.

TT: What were your typical meals for the breakfast and dinner?

CM: Breakfast was always eggs, had eggs every single day and it was either boiled, scrambled or fried hard. And it was regimental. I mean, we kind of we kind of knew every day when we went to breakfast. Oh, today's fried egg or today's boiled eggs, and we used to keep in the rooms, you know, you want to eat, some guys want to have ketchup up with their eggs or mayonnaise for the boiled eggs. And we knew exactly what to take on what day you know, today we're going to have fried eggs, but I want ketchup, I going take ketchup. The next day's boiled eggs. Okay, we'll take mayonnaise today so we can have devil egg sandwich or something. But it was pretty regimental. I mean, you had bread, you had your milk. And, you know, but like I say, we were well-fed, we ate well.

TT: And these are all coming straight from the farm and?

CM: Most of it came from the farm. Yeah.

TT: And dinners were. . ?

CM: Dinners were I mean good. It was similar to what was prepared for school. I mean, it wasn't the same menu. It was something different. But I guess they have certain recipes that they follow for for school meals. And, you know, but this also because of having being supplemented by the boarding department, the programs, it wasn't fully supplemented. So they did have to buy some stuff through the regular school system. So the meals, the dinner meals were kind of a mixed bag of things.

TT: Could you talk about any socials or dances, the canteen?

CM: Yeah, well, there was–every year there was a boarders dance. I believe there were two dances for boarders only. And it was all, it was an all boys thing at the time. And, you know, as a freshman, just part of your, I guess, social upbringing, you're required to bring a date. And if you can't find a date an upperclassman is going to go find you a date and they're going to go find a senior to come with you to embarrass you. So you do your best to find, one of your, at least one of your classmates that will come to you. And again, you got to ask them to be your date and ask them to find their own way to school because it was always held in the gym. All of those dances were held in the gym. And, you know, the boarders would decorate the gym and everything and prepare. And all the music was record players. So, you know, it was, it was nice. I mean, you know, but like I say, you know, part of your social upbringing is, you got to go find a date, make sure you have a date. And, like I say this as as you grew older, and when you became seniors, you'd also find, fill that role and say, you know, going to underclassmen, and "you have a date, do you have a date, you don't I'll find you one". And you know that–I have to say that the you know, the girls that were asked to be dates of these freshmen, know, a lot of them had I guess, were friends of girls who dated boarders and whatever. So they were happy to come. I mean, it's not, it wasn't an embarrassment or anything for them. You know, they were they were happy to participate because when you get to the dance, it's not like you're only going to dance with the same person for the entire thing. But yeah, I mean, that was good. Yeah. Both, I think both dances that the boarders had were all the same. It was always on campus, in the gym. And you have to have a date.

TT: And the canteen was what? That was the thing.

CM: I think that was, that was one of the dances. I think one was a boarders dance. It was just called a boarders dance and the other one was called a boarders canteen, I think one was at the beginning of the year, and the other was closer to the end of the year.

TT: And the boarders chorus. Could you talk a little bit–that started. . ?

CM: The boarders chorus started when we were sophomores. And the first year, only the freshmen and sophomores were required to participate in the board's course. The juniors and seniors didn't have to. The boarder's chorus was an idea of Jimmy Greig and my Uncle Ralph. Jimmy Greig was interested in teaching us Hawaiian music and culture because he was a Kamehameha school graduate. And my uncle embraced that because that would keep us out of trouble Sunday nights. So every Sunday night during my sophomore year, we went to the gym and we had boarders chorus. The next year, when we became juniors, we thought "eh, only the underclassmen are going to go, We're out of here. We don't have to worry". Well, that year they made everybody go to boarders chorus. So from my junior year, all boarders participated in the chorus and, yeah. I mean. We went. That was something we did, you know, every Sunday night, you know, no questions asked. It gave us a lot of opportunities to go off campus as well. We did concerts, so to call, concerts. We went to a lot of the hotels, we entertained on the sugar cane train. And we enjoyed doing that because most of the places would feed us after we sang, which is good. Yeah, hotels always fed us. I mean, they had, they always had something for us. And I think Coach Greig had a lot to do with that because he worked in the community and he was an entertainer, he was an engineer and he knew a lot of people. So we had a lot of exposure and we were I mean, it's like first, second year and we're doing, you know, we would go out and sing. Again, part of your social upbringing, ah.

TT: One of the big traditions that we hear about is the liming and the lighting of the L. Could you talk about that and what that is?

CM: Yeah, well, the liming of the L traditionally is done twice a year, one at the beginning of the year. We used to do it always on Labor Day because we were always here on–the first month that we reported to school nobody got to go home. We stayed on campus. Then it was after that when they opened up for the seniors and everybody to go home the first weekend and whatever. But we stayed on campus for a whole month. You know, I guess growing, becoming a family. So Labor Days, when we went to the L, all the freshmen carried a bag of lime. And there was, there was more than enough people to carry the amount of lime that needed to go up. But usually a freshman carried a bag. And he would partner with an upperclassman or, and or another freshman. But there are more people to one bag, you know, everybody maybe two or three people per bag. And, you know, it was, it was your goal as a freshman to carry a bag all the way up.

TT: Up where?

CM: To the top of the L, from the base of the L.

TT: Where is the L located?

CM: It's on Mount–Oh Puʻupaʻupaʻu, behind us here. And we walked from the school. The lime bags were delivered to the base of the mountain, and then from the base we carried them up to the top. So, like I said, all of the the the freshmen carried a bag. I mean. I think after your first year, everybody wants to grab a bag. I don't know why everybody fought for a bag, but, you know, so they were happy to help the freshmen out. And the only other thing is freshman year you required, and your senior year, you're going to want a bag. You know, this is my bag. This is my last time. And seniors always carried a bag up both times during their senior year. So we would go up. To the mountain, do some clean up, clean up around the grave. And then we'd spread the lime. Once we're done, we get back down to back onto campus. For–because it was still a closed weekend and nobody could go home, they buss us to the beach and we go to the beach and have the day at the beach. The rest of the day at the beach. We'd have sandwiches and enjoy the rest of the day at the beach.

TT: For people who have no idea what we're talking about with the L, what is the L, what is the significance of the boarders going to put lime on it?

CM: Well, the L was I don't recall what year it was, but the L where the L is today, it was cleaned and carved out in the mountain by a group of boarders. And it has always been a boarders tradition to keep it clean and to lime so that you can see it from from, you know, from everywhere actually. As long as you can see that that mountain, you can see that L. So it's always been a boarders tradition to to maintain that L. David Malo's grave is also on the top of that mountain. And, you know, he wanted to be buried there, to be away from civilization. And so we try and keep that, his gravesite clean as well. We usually take flowers up. Classes during the senior year also make some sort of plaque and take it and place it around the grave. So there's there's a bunch of plaques up there from all the classes and from way back, some of them are so faded and you can hardly tell. But, you know, this is like from the fifties and that there's, you know, the material that they use, you know, at the time some of it was wood, some of them was concrete, you know. But you really got to look good to see what they were. But everybody's left something there and it's there.

TT: And for people who don't know who David Malo is. . .

CM: Well David Malo was a scholar, actually, he was the first school superintendent for Hawaii as well. He was the first graduate from here. He worked with the missionaries to establish the school way back in, what was that, 1831. And, you know, the school, the existence of the school is because of him. So, you know, we honor him, you know, in everything we do here at Lahainaluna.

TT: And also heard something kind of almost like ghost stories that would spread around.

CM: Well I keep hearing ghost stories and people talking about ghost stories, but in my four years here, I have never seen a ghost or heard anything. There's a lot of talk about in Hoapili dormitory. His dog's name was Hoapili. So people claim they hear a dog barking in the dorm at times. And, you know, there's always talk about, oh, I see this thing, you know, floating around or everything, or I get chicken skin or cold breeze. But for myself, I've never experienced anything, so I can't say that. I think most of the experiences that a lot of the boarders get were created by other boarders. Having fun with you, they know you're afraid, so they're going to pick on you.

TT: Say David Malo is coming back its actually one of the seniors.

CM: Yeah. And the dog over there is somebody barking in the back.

TT: Was the L being lit also at the time that you were here?

CM: I don't recall it being lit, while it was–it's yeah, it was lit when we were here prior to our graduation. We also lit on our graduation. During the time, I don't know when they started lighting the L, but typically the the class that had their 10th reunion during that year would go up to the L and take care of the lighting of the L. Back in the day it was all soda cans with burlap bag and kerosene and they would line it up, they would go up earlier and line it up. And the night during graduation, at a certain time they would be lighting the L, and they would light it, you know, just bring it down the L and then go to the sides. Today they light it up with flares. So it's it used to be a yellow light and now it's more of a red light. So but I mean, it's still, it's still something to see.

TT: Did you remember the lighting when you were here? You participated in it?

CM: Yeah, yeah. I've never done the lighting at night. I do remember it always during graduation. I mean, it's always something that you admire.

TT: Related almost, but not quite. I suppose one of the big things we are now at this moment experiencing is the aftermath of the fire that just went ablaze here. Could you talk about the ways in which fire has has shaped the school? And I know there is even a fire battalion that the boarders had to become a part of to be prepared. And could you if you had any experiences with that?

CM: Well, you know, during the time that we were here, I don't think we experienced any brush fires. The year after we graduated, the old gym burned down. Many years before that, I think one of the dorms burned down. But as far as brush fires, there was always sugarcane around the school, so it was always green and the campus was well maintained and kept green. So we didn't experience any brush fires during that time. We had a fire department or fire brigade, so to speak, made up of boarders. There was a fire truck. Everybody had their job. We would take water out of the ditch. The ditches used to have running water and have fire drills as well. You know, that was also something that you wanted to be part of. You wanted to be in the fire department. So, you know, you have to

get assigned to it. And I wasn't fortunate enough to to be on the fire brigade. I don't recall that if we had it my senior year, but I do recall we had it earlier during my time here and, yeah. There was always fire drills and, you know, everybody lined up. We had an escape plans. The truck drove up to the ditch, took water out of the ditch and rolled around and sprayed water just, you know, part of the fire drill.

TT: Micah or Wailana? I think probably toward the end of the Lahianaluna specific questions. Did you– any follow ups or anything you want to add?

WM: Was David Malo Day a thing at the time?

TT: I don't think David Malo Day had been established yet.

CM: I, I think the first David Malo Day that they had was in 1972, a year after I graduated, in 72.

TT: So in this timeline, it says 71. But when I were talking with Eddie yesterday, he was thinking that you guys didn't have it.

CM: No, we didn't have one. We didn't have a David Malo Day. That–it has some inaccuracies in that thing that we've pointed out to them. I think it also–I think the date that they have that the boarders carved out the L is accurate in there, but there's some inaccuracies in there.

TT: We're going to have to return to this and get your eyes on this. So where did you go after Lahianaluna?

CM: After Lahainaluna. Like I say, I never enjoyed school. I had some opportunities to go to college, but I wasn't a student. I was not a good student. So I decided to enter the workforce. Also, while I was at Lion, I was when I was recruited by the National Guard. So I did join the National Guard. I, before I began working I went off for my basic training and my advanced training. That was 16 weeks. Then when I got back, I was in the National Guard and then I started working for general contractor as a laborer and the boss came and saw me and he suggested that I become an electrician. Actually, I was, I used to go to work and I was doing all the hard work. And I saw these electricians coming out. They all clean and they got they got nice tools and they don't get dirty. So I said, yeah, that's a good idea. How do I do it? So he set me up for testing and an interview and I got in. Actually after–before I entered the apprenticeship program, I started working for an electrical contractor as a laborer as well. And then about six months in, the program opened up and I was able to, you know, sign up and become an apprentice. And I worked in the electrical industry for 49 years and retired.

TT: Who were you working with at that time?

CM: I started working for American Electric. At the time, there were based out of Oʻahu, and they were working on the airport runway, installing runway lights. And I was working as

a laborer for them. And then when I became an apprentice, so I came back to work the next day and I said, "Oh, I got hired as an apprentice. What am I going to do today?" "The same thing you did yesterday". "Okay, thanks". But yeah, yeah. I worked, I think for American electric for like, oh, maybe ten years. I had, you know, I had gone from working as a laborer and entering the apprenticeship program, becoming a journeyman and actually doing electrical work. So, you know, those are all my the years, you know, the beginning of learning years. After I worked for American Electric, who was out of O‘ahu, I started working for Piltz Electric, a Maui based company and I stayed with them for quite a few years until 1986 when I began working for Wasa Electric. And I stayed in Wasa Electric until my retirement last year.

TT: So you just retired?

CM: Yeah, well, one year.

TT: Congratulations.

CM: Thank you.

TT: On your anniversary of retirement.

CM: Yeah. Yeah.

TT: Do you feel like Lahainaluna played an important role in helping your career?

CM: Oh, yeah, yeah, definitely. Definitely. It. You know, it gave me the responsibility that I needed to do to work. It taught me to work hard at what I was doing to try to be the best at what I was doing and how to interact with fellow employees. You know, it's, I worked the last ten years of my career as the manager of the Maui branch office and I have had almost at a given time, almost 100 employees, on Maui. At one given time, there was 99 and I said, well, I'm going to get 100? I didn't ever hit 100. But, you know, you have peaks, yeah? In construction, and that was a peak. And at that time, you know, and I had 99 employees and and all the time that I spent because it's a big company statewide. But on Maui, or on the neighbor islands the manager has to be human resources. Yes, you have to do everything. I mean, you have people that work with you, like I had a secretary. I have, you know, a lot of people. But. But you hold the ultimate responsibility for everything for all of the employees and the time spent in Lahainaluna you know, just, just was so invaluable, you know, in dealing with people, until today. And it's easy for me to talk to people, is easier for me to communicate and get things done and I have to say that all of that is, you know, because of my time spent here as a boarder. And, you know, I never realized that until I'd say maybe ten, 11 years ago when I was asked to speak to a group of graduating apprentices. And I started to write down things about what you can do, why, how I got to the point where, you know, I've actually become a manager. You know, nobody–I didn't go to school. I didn't go to college. But the reasons that brought me to that point how I got to that point. And, you know, I started looking at all that–everything went back to Lahainaluna.

TT: What were some of those reasons that you're thinking of?

CM: Well, you know, like I said, responsibility, time management. Understanding people, being able to work with people. You know, all of those those qualities. (Phone rings) Sorry. This is our Mahi Pono. Hello?

TT: Yeah. So you were just saying that when you were reflecting on how you became a manager and the reason it was instilled?

CM: Yeah, my hope when I look back at my career and how I was able to to advance in the field and become from just a plain old journeyman electrician to becoming a leader, a lead man, and moving up to the, a management position, looking back at writing these things down, all that came to mind is everything that I got from being a boarder at Lahainaluna. You know, we talked earlier about responsibility, time management, communication. You know, that was a key, being able to communicate with people and understanding that everybody's different. So if you can't try to understand everybody's–or where they're coming from, and what do you want to accomplish with them it's easier to get your point across. And a lot of that especially coming up in the field is stuff that I picked up from being here.

TT: Mahalo Nui. I see, you're wearing your Lahainaluna Boarders Association shirt. Could you talk about the Lahainaluna Boarders Association?

CM: Okay the Lahainaluna Boarders Association was established, I believe, in 2000 and 6 or 2000–earlier than that. 2006 was when they had the 175th reunion. It was an all boarders reunion, and they established the association on O‘ahu. And their primary goal was to organize the reunion. So that was the reason the association was established. The idea came from Frank Kalepa. Everybody knows who he is. Mike Lee, who's also on O‘ahu, they all borders and a group of older boarders that are on, that were on O‘ahu. And you know, being that they were going to have the reunion here on Maui I kind of got involved with it and, tried to help them up with the logistics being here on Maui. I went to a couple of meetings that they had on O‘ahu. And when the reunion was was was done they asked us if we would take over the association because the goal of the association is to help the school. You know, it's a nonprofit association. And we established a scholarship fund and all of that. And they needed for the association to be, you know, closer to the school. So they asked, you know, if I would take it over. And without asking anybody, I said, sure. So once I took it over, I had to go to my to my boarder classmates and everybody. And, hey, you know, we want to take this thing over and I need help. And they all came out and helped. And, you know, we've been running the association since then.

TT: So why did you agree to do this? Why was this important for you?

CM: I just felt that this you know, they needed somebody to do it. And, you know, I was I was happy to do it. I mean, it's all it's all about, you know, this kuleana, you know, this is my

kuleana. You know, you need help. It's for the school that we all love so much. You know, all you got to do is ask.

TT: And today there is an event. Could you talk about the event that's going to happen?

CM: Well, today's event is, it's a blessing for a project that we're doing. You know, it's always been our dream to bring back the farming activities that's been lost over the years for a lot of reasons; regulations, laws, restrictions. But almost all of the farming activities that in fact, all of the farming activities that we participated in is gone. It's been gone for at least ten years. So, we're trying to bring that back slowly. And we've had a lot of roadblocks. We've always wanted to bring it back. This year, we finally had an opportunity to do that. We partnered, I approached and partnered with Mahi Pono, and they agreed to help us with this project. They've been our biggest supporter. And the people, from Mahi Pono, that's working with us, in fact. I approached Mr. Shan Tsutsui, who was lieutenant governor, and he's a friend from from way back. In fact, he used to help us coach Little League Baseball at one time. And so I spoke to him about it and he said, yeah, no problem. We'll help you, whatever you need. And then he assigned two Lahainaluna alumni that works for him to assist us and the support that we've gotten from them is overwhelming. I mean, they've provided irrigation supplies. They're providing the plants today. When we get up there, you'll see there's a ton of pallets that we brought out to build barricades. And, you know, again, it's like all you got to do is ask. And, you know, it's been so much support from them. You know, hopefully we've been hoping that, you know, this. That's why we've invited media and we're trying to get the word out. And, you know, the more awareness that the community has that we're trying to do this, we're hoping that we can gain more support, we going to be looking for support from the community, the hotels and stuff like that. We know they can–they have the resources to do that. But unless they know what we're doing and we have the means of getting their word out, I think that's just one of our primary goals with having the blessing and the participation that we're asking for today.

TT: And why is it so important to bring back the orchard?

CM: Well, you know, we, like I talked about earlier, is, you know, that the farming program was part of this boarding program. It sustained the boarding program. You know, it the boarding program would have not survived without the farm. You know, the farm was established to to feed the boarders and it also provide money to sustain the program. I'm afraid that, and we always hear about money from the legislature for funding. And I'm afraid that if we we don't begin to show some interest in making the school or making the boarding program sustainable or show that there is in even an effort to do that, that, you know, the monies are eventually going to go away and the program is going to be lost. So, you know, we want to slowly bring back the program. And, you know, this again, there's a lot of roadblocks with regulations and stuff like that. The orchard is something that we decided to start with because the trees take time to grow and come to being able to have fruit. So we're starting with the Orchard Project we have today. We'll be planting 42 trees we expect to do more. There's a couple more areas above the area that we're working on now that's going to be dedicated to vegetables and that we hope to continue

working on in the coming years. We're hopeful that we can get some of that plot up before the end of this year, but

TT: What kind of trees are you planting?

CM: Today is banana papaya, mango, ‘ulu? Trying to stick with the native stuff. Yeah. Mahi Pono, we discussed what to plant and we want to stay with the native stuff. When we go to the upper area garden, we're looking at vegetables. Taro, Sweet potato. We may want to put some flowers in there as well, or flowers even around the orchard that we're doing now. You know, the thought is that, David Malo Day, etc. they always can use flowers for leis and stuff like that so. The administration has finally embraced our ideas. And, you know, we're kind of on the right road right now, so hopefully we can continue going down that road.

TT: Any last thoughts or mana‘o you wanted to share? I really appreciate you taking the time to help record these important stories.

CM: Well, I know this isn't a history of Lahainaluna, but, you know, we have to depend on the history of Lahainaluna and do enough to move us into the future. And that's the reason why we're doing this project, the orchard project, why we're trying to get more involved with the boarding students and education of the students, as far as, you know, where we came from and where we would like them to go. You know, we want them to follow in their footsteps. We don't want them to carve a new a new world, a new boarding world. You know, we want to you know, a lot of the successful students here are what we call our legacy students. They're students who've had families come through. And they're the more successful ones in the program because they were brought up understanding from their parents or the grandparents, you know what Lahainaluna boarding department brings to you. A lot of that is being lost because of the way that, you know, things are being done today with regulations and stuff like that, staffing and etc.. So these are things that, you know, we want to work on and build on. And, that's. . . That's our biggest thing we want the boarding department to be strong and we want to see a 122 students again. I mean, that's a full dorm of girls and a full dorm of boys. I mean, that's our dream. And have them working out in the farm. You know, we used to have livestock that I think is a if a far shot because of rules and regulations. And, you know, they need to be taken care of 24/7. You need students here during the summer. We used to have student stay here during the summer. They got paid. They stayed in a dorm and ate in the cafeteria and they worked eight hour days. So, we don't have that anymore. But yeah, that's what we want to we want to, like I said, look at our history and move forward using that as a guideline.

TT: Mahalo. Well, we wish you the best of luck. Thank you again so much for talking story with us and good luck. We'll see you at the orchard this afternoon.

CM: Thank you. Thank you for the opportunity.

TT: Mahalo.