

FROM THE EDITOR

Welina mai kākou a pau,

With the completion of our fifth volume of *Hūlili*, join us in celebrating half a decade of new research publications on Hawaiian well-being! After five years, it seems fitting to shine a light on the strength in the sheer number of research articles published by, for, and with the Native Hawaiian community. A total of 56 articles have been published in this journal. Beginning with the first 13 in 2003, the number of articles ranges between 9 and 13 per volume, bridging health, environment, family, education, and writings in Hawaiian indigenous research perspectives and methods. Approximately 4,100 copies of the journal have made their way into K–12 classrooms, workgroups, university seminars, libraries, schools, and education-focused organizations, stimulating meaningful discussion and knowledge about who we are as Native Hawaiians. Many more readers have accessed the fruits of this labor online, where the work has supported grant proposals, new research, and program design and delivery to our communities. To support this effort, it takes a community. Some 160 peer reviews were written by colleagues in our communities here in Hawai‘i and in other states. This group of peers was asked to provide perspective and commentary on each manuscript submitted, thereby enhancing the work and also strengthening the chances for publication. In addition, some 30 individuals have sustained our voluntary editorial board of 20 members, helping to guide the publishing team at Kamehameha Schools in the past five years. Indeed, we have accomplished much together and will continue to holomua.

This year, the journal also celebrates an array of strong contributions. We invited Moloka‘i community members to share a holistic vision for the future of their island home. The perspectives reveal innovative, strong, and hopeful mana‘o for sustainable development of their ‘āina momona, shared here to encourage greater dialogue and understanding. A highly anticipated article on Hawaiian leadership provides a culturally powered, empirical view of the unique exemplary traits found in today’s Hawaiian leaders. We also hear sobering accounts from our young teenagers about the challenging terrain in our families and schools that Hawaiian youth navigate on a day-to-day basis as they struggle to make healthy choices. Several articles address Hawaiian indigenous education. Readers will find an innovative tool to gauge culturally relevant teaching strategies called the HIER, as well as insights about the power of culture-based education in charter schools as political and educational arenas that promote our well-being, and inspired writings on the

ancestral energy and force of our ‘āina, Hawai‘i nei, to nurture and strengthen our spirit. This year’s Hana Hou article shares a T⁴ pedagogical framework for educational approaches that are relevant, hands-on, and culturally meaningful.

This year is a mixture of joy and nostalgia personally, because it is my last year as editor as I turn the reins over to Brandon Ledward, who has been a diligent team member working to produce volumes four and five of this journal. Dr. Ledward ensures strong continuity for the journal, with his doctorate in cultural anthropology from the University of Hawai‘i and his solid background in qualitative and quantitative research methods as part of the Research and Evaluation division at Kamehameha. We welcome his continued leadership and voice, along with Matthew Corry and Debra Tang, who have been critical team members supporting this work. I am grateful to the many hands and hearts who contributed to the success of this journal and for your support to me. Mostly, I am ever grateful and quietly celebrating our shared commitment to creating a space for Hawaiian research and voices and our combined efforts to shape a strong, healthy future for our lāhui.

Na‘u me ka ha‘aha‘a a me ke aloha,

Shawn Malia Kana‘iaupuni

Editor