

THE COCONUT WIRELESS

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Statewide Instructor Meeting Focuses on Instructor Certification

The Hunter Education Program conducted its annual statewide instructor meeting on March 9-10, 2013 at the Hunter Education Program Nimitz Center classroom and office. Nearly forty instructors and staff attended the two day meeting, which focused on instructor certification.

DOCARE Training Supervisor, Jason Redulla, was the keynote speaker and began the meeting with words of encouragement and commendation for program volunteers. Among the instructor recognitions were 2012 Instructor of the Year, John Kobayashi, Master Instructor (Oahu), and Instructor Emeritus, Henry Yamada, Distinguished and Master Instructor (Oahu).

Once the instructor recognitions were concluded, program coordinator, Orlando "Ox" Oxiles lead a workshop on the Hunter Education Program Policy Manual. Former Hunter Education Program Administrators, Wendell Kam and Kevin Kong, and assistant coordinator Andrew Choy helped facilitate discussion during the workshop. The discussion centered on the role of the volunteer and the volunteer code of ethics. In order to create a more comprehensive instructor certification policy, the Hunter Education Program is now requiring all volunteers to sign an annual Volunteer Agreement (in addition to regular background checks) as well as complete a Hunter Education Policy Manual exam. Those instructors who did not attend the meeting will be sent a copy of the updated Policy Manual and Policy Manual Exam to complete along with their Lautenberg forms.

Instructors statewide reported a surge in student attendance at Hunter Education classes. There have also been multiple requests for special classes to supplement the regularly scheduled classes. As a result, program administration has revised its registration policy, which will come into effect beginning in June 2013. In addition, Master Instructors are working to accommodate all reasonable requests for special classes, and two classes a month are scheduled on Oahu.

The instructor meeting culminated with a field day hosted by the Leilehua High School Air Rifle and National Archery in the Schools Program (NASP) clubs. Instructors were able to interact with club members/students and had a chance to participate in air riflery, archery, and aerial target activities.

The Hunter Education Program would like to thank all the volunteers who participated in the meeting. Thank you also for your patience and support as we work to improved the Hunter Education Program in Hawaii.



Instructors reciting the Pledge of Allegiance at the start of the meeting.

Upcoming Events:

**Hawaii Conservation and
Wilderness Education
Project (Keanakolu
Ranger Station, Hawaii
Island)**

July 11-14, 2013

We'd like to hear from you! Please share any interesting thoughts, news, upcoming events, dis 'n dat, any kine, you know--whatevas with *The Coconut Wireless* via:
hunter.ed.news.and.views@gmail.com

This program receives Federal assistance from the U.S. Fish & Wildlife Service. Under Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Age of Discrimination Act of 1975, and Title IX of the Education Amendments of 1972, the U.S. Department of the Interior and its bureaus prohibit discrimination on the bases of color, national origin, age, disability and sex (in education programs). If you believe that you have been discriminated against in any program, activity, facility, please write to: U.S. Fish & Wildlife Service, Civil Rights Branch, 4040 N. Fairfax Dr., Ste 300, Arlington, VA., or Personnel Office, Department of Land & Natural Resources, 1151 Punchbowl St., Honolulu, HI. 96813.



Going on a Hunt, This May Help

By Orlando "Ox" Oxiles, Hunter Education Program Coordinator



The decision to hunt is a very personal one involving many details and choices. It is an investment of time and money, especially if it involves travel to an outer island. It is also a gamble. The last six trips to Nevada not one of my pennies went to gambling. Gamble on hunting? You bet...ter believe it. Archery hunting would mean choosing the bow, arrows and broad heads to use as well the accessories – arrow rest, sights, string peep, mechanical release, quiver, camouflage clothing, ... etc. and of course practice. High power rifle hunting means choosing the rifle (reasonably accurate), scope (variable power with easily adjustable focus), scope reticle (prefer stadia type or with the bullet drop compensator), bullet/weight, load, checking zero and of course practice off the bench.

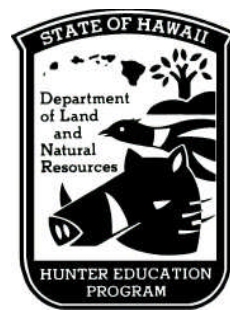
Mark your targets with date, caliber, rifle, bullet weight, wind conditions and save for future references. Check off the bullet holes in the target at the end of each shooting cycle with a permanent marker or cover the holes with adhesive tape or change the target. Jot down any notes that would indicate the rifle and load performance such as "shoots all over the place", "shoots two groups with alternating shots", "shot group aimed at this orange dot indicated with arrow", "this shot pulled/jerked off line", "sighting in shots adjusting scope", or "cold barrel shots". Waiting about two or three minutes between shots replicates hunting conditions with cold barrel shots. A hot barrel may group differently from a cold one. Your targets will show exactly how a rifle with a particular load performs, if you do your part.

Commercial ammunition costs just over a dollar a shot and reloads about below a dollar a shot. Popular semi –auto type rifle ammunition is now in short supply or unavailable. Make every shot count, save your targets, save on guesswork and resources. You can analyze each rifle with their respective target and decide which rifle stays home or goes hunting.

For those that reload center fire rifle cartridges, the loads that group will justify keeping and using them again. Outside case neck turning keeps the tension around the bullet consistent and helps to "release" the bullet evenly. If the case neck is thicker or thinner on one side, this can "tip" the bullet one way and result in erratic performance. Another way to think about it is the thick neck side will grip the bullet more firmly than the thin side of the neck. It is best to neck turn only 2/3 or 3/4 of the neck so that the gas and pressure do not pass the neck on to the case shoulder upon firing. Turn necks no thinner than 0.012 thousandths of an inch. Preference is to use a Forester Manual turner with masking tape to build up the handle to fit a rubber furniture leg fitting to gain more comfort or ergonomics. Lubricating the inside of the case necks will ease resizing and prevent unnecessary stretching of the case necks.

Remember to inspect your brass for cracks, fatigue and failure. Clean/check your case flash hole with a #29 drill bit. The flash hole will regulate the amount of primer ignition to the powder. Keep your cartridge pressures within published reloading data. Roll your finished cartridges on a piece of smooth glass to determine that the bullet is seated in line with the brass case center. This means the bullet does not wobble when the cartridge is rolled. If the bullet wobbles when the cartridge is rolled, use a Bonanza Reloading Press. Otherwise give the Hunter Education Office a call for a simple fix.

Remember to get in shape and exercise. Take the stairs instead of the elevator and do some pushups while watching your favorite Korean soap operas. Good shooting and hunting.



Our Students Speak

Mr. Saito and Team are amazing!!! They're passionate about their industry; they're knowledgeable, entertaining (funny), and they've probably saved many lives!!! Plus, they do this for free!!! Wow! Thank you!

-Female/38/Hilo/February

Thank you for a very thorough and informative class. I learned a lot and feel better prepared to embark on my first hunting experience with my friends.

-Female/42/Kauai/February

Awesome class. Need more frequent classes to accommodate interested, unlicensed hunters.

-Male/10/Molokai/March

I really enjoyed listening to the real life experiences that made it easy to sit for the class. I learned so much. Mahalo!

-Female/33/Kona/March

Sometimes more than one instructor was talking, and it was distracting.

-Male/54/Oahu/March



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Hawaii Historic Arms Association Great Guns Show, March 16-17, 2013



The Hunter Education program participated in the semiannual Hawaii Historic Arms Association (HHAA) Great Guns Show on March 16-17, 2013. Over 4,000 people attended the gun show at the Neal Blaisdell Exhibition Center, which is a new record. Before the doors opened at 10:00am on the first day, there was a long line of people waiting to get in which stretched around the building. Once in, attendees quickly snatched up ammunition and accessories.

As in previous years, the Hunter Education Program set up interactive Lasershot and NASP displays for gun show attendees to receive free, hands-on instruction from Hunter Education Instructors. Program staff were also available to answer any questions and process replacement certification cards. Fifteen of our volunteers came out to help run the displays over the two days. This was an especially busy weekend given that we also had a class scheduled for March 15-16 at the Nimitz Center classroom.

A steady flow of customers visited the Hunter Education booth over the two day show, with many youth returning countless times—and even challenging the instructors to shoot-offs. Participation in the gun show is a great outreach opportunity for the Hunter Education Program to garner publicity as well as interact with and support the hunting and target shooting communities.



Preserving Traditional Warm-Body Classroom Instruction

By Andrew Choy, Hunter Education Program Assistant Coordinator



The 2013 International Hunter Education Association (IHEA) Conference was held in San Antonio, Texas, from April 1-6. Since I'm new at this, attending a national conference can be an intimidating experience. Last year's conference in Missouri was my first IHEA conference, and it afforded me a great opportunity to meet other Hunter Education Coordinators from across the nation. But how much of a relationship can you establish within several days of having met a complete stranger?

If I were to enumerate what I gained from this year's conference, it would boil down to two things: (1) seeing the acquaintances I made at last year's conference transform into working relationships and friendships and (2) discovering that the obstacles that the Hawaii Hunter Education Program faces are not unique to our program. As you know, these include: instructor recruitment and retention, curriculum and program development, volunteer management, and, of course, the debate between online courses and traditional classroom instruction. No doubt, these topics generate a lot of discussion among Hunter Education Coordinators, but none as much and as heated as this last point.

Therefore, it's on this last point that I'd like to expound my thoughts—briefly. This is not about online v. traditional classes. That is a superficial reading of what I'd like to talk about. There's something deeper, more fundamental here, and it's about educational philosophies that drive programs. Many states have already made the jump to an online format of administering Hunter Education classes (i.e., online registration and online instruction). Still, the overall consensus among coordinators is that demand for online courses averages between 10%-30%, with the clear majority of students still preferring traditional/warm-body classroom instruction. It is at this juncture that we must assess our philosophy on Hunter Education.

It is my opinion that education, like hunting, is a process—not an outcome. The binary distinction between *process* v. *outcome* is critical and drives entire Hunter Education Programs across the nation. 'Process,' here, emphasizing the development of students, and 'outcome' emphasizing the certification of students. In this war of words, should our program be process driven or outcome driven? Better, is becoming a sportsperson a process or an outcome?

I'd like to juxtapose two other words: *educate* v. *demonstrate*. 'Educate,' here, emphasizing interactive instruction, and 'demonstrate' emphasizing students showing they're safe. In a perfect world, Hunter Education Programs really ought to be about both education and demonstration, but many programs (including ours), whether by nature or circumstance, choose to emphasize one over the other. Is our mission as a program to educate students or to have them demonstrate safety? Think carefully about this one. States which certify large numbers of students annually may be pressed into an *outcome-demonstrate* paradigm. That's understandable. This paradigm focuses on the outcome of certifying students by having them demonstrate safety. But what about in Hawaii? Because of the comparably fewer number of students that we certify, we have the privilege of maintaining a *process-educate* paradigm. This paradigm focuses on the process of developing students through interactive education. This is a paradigm that parallels the hunting process itself: hunting is a process not an outcome. Education is an interactive and process driven experience.

Now for the technical information: in states which average 500-1000 volunteers, the differential of match/hours lost to online instruction is mitigated and can be made up by field day portions, instructor prep time, etc.; whereas in our state, there are less than 70 volunteers. The differential of match/hours lost to online instruction would be magnified and could not easily be recuperated merely through field day portions. This is especially true given two factors: (1) although the 70 volunteers meet minimum hour requirements, only half (at best) of that number consistently participate in classes, and (2) given the windfall of the past year, we would have an increased difficulty in meeting match.

Once again, this is not to say we should not offer online courses. Online registration and instruction are inevitable. They will, no doubt, streamline our curriculum and program, and make our jobs easier—in time. My contention is that we simply need to preserve traditional warm-body classroom instruction.

NASP State Tournament at Leilehua High School

By Arlene Ogura, Volunteer Instructor (Oahu) and NASP Coach

Leilehua High School was honored with the privilege to host the first every Hawaii National Archery in the Schools Program (NASP) State Tournament on March 23, 2013. NASP certified schools were invited to participate and the response was overwhelming. The 92 Participants came from 14 public and private schools, range in gender and grades (4th to 12th), and included archers from neighbor islands who were able to participate virtually. In all, these 92 archers were able to make this historical event a success. *An Open Division for non-NASP certified participants allowed youngsters to participate and were not eligible for NASP awards.

All registered 92 archers signed in, had their "bow check", and took part in a rigorous tournament. This certified NASP tournament consisted of 2 shooting distances (10 and 15 meters), a 2 minute warm-up, and 3, two minute ENDS shooting 5 arrows each. The tournament began early, 7:30am, and did not end until after 3pm. Participant were treated to Lunch and will be receiving a souvenir participant t-shirt.

It is with great pleasure to announce the following results:

2012-2013 Hawaii NASP State Champion: Karen Joy Embajador, of Kapolei High School and Isaiah Wagenman, of Leilehua High School

Female/High School

1. Embajador, Karen Joy, (Kapolei High School), (267 X0)
2. Janairo, Lovely Valerie E., (LHS), (263 X0)
3. Maldonado, Sarah, (Kapolei High School), (260 X0)
4. Gonzales, Cailee, (Kapolei High School), (258 X0)
5. Sambrano, Yvonne, (Kapolei High School), (252 X0)
6. Dionisio, Renae, (LHS), (250 X0)
7. Luis, Ivy Grace, (LHS), (247 X0)
8. Grove, Kayla, (Kapolei High School), (246 X0)
9. Alfaro, Tiffany, (LHS), (241 X0)
10. Mendiha-Cluck, Malia, (LHS), (238 X0)
11. Dela Merced, Rialey, (Kapolei High School), (237 X0)
12. Oliva, Maritass, (LHS), (230 X0)
13. Lucero-Sagon, Jaime, (LHS), (228 X0)
14. Samerpark, Tanaporn, (Campbell), (221 X0)
15. Lian, Loreen, (Roosevelt High School), (217 X0)
16. Ermitanio, Rachelle Joyce, (LHS), (211 X0)
17. Badillo, Nariza Keith, (Lanai), (202 X0)
18. Pontes, Jenna, (Campbell), (198 X0)
19. Cobbs, Ashley, (Kapolei High School), (182 X0)
20. Im, Ria (Yu Kyung), (Roosevelt High School), (180 X0)
21. Saffery, Kristy Ann, (La Pietra), (165 X0)
22. Salamanca, Shawna, (Campbell), (160 X0)
23. Oliphant, Julianna, (Roosevelt High School), (157 X0)
24. Rambaud, Maeya, (LHS), (151 X0)
25. Enseki-Tom, Sachi, (La Pietra), (150 X0)
26. Tran, Jennifer, (Roosevelt High School), (149 X0)

Female/Middle

1. Thomason, Kiersten, (Wheeler Middle School *), (248 X0)
2. Kanemoto, Rebekah, (La Pietra), (225 X0)
3. Berwick, Holly, (La Pietra), (221 X0)
4. Gantz, Danielle, (Kapolei Middle School *), (209 X0)
5. Gallacher, Heather, (La Pietra), (208 X0)
6. Sabala, Aleesha, (Ilima Intermediate), (196 X0)
7. Villafior, Zoe, (Ilima Intermediate), (166 X0)
8. Miehlsstein, Iwalani Soares, (La Pietra), (146 X0)
9. Harris, Charlotte, (La Pietra), (111 X0)
10. Soga, Miu, (La Pietra), (102 X0)
11. Oshiro, Emma, (La Pietra), (88 X0)
12. Pham, Emily, (La Pietra), (83 X0)
13. Young, Courtney, (Hawaii Baptist Academy *), (69 X0)

Female/Elementary

1. Kinsler, Makenna, (Noelani Elementary *), (107 X0)

Male/High School

1. Wagenman, Isaiah, (LHS), (277 X0)
2. Daoang, Mhelver, (LHS), (275 X0)
3. Dayondon, Isaac, (LHS), (270 X0)
4. Au, Gavin, (LHS), (269 X0)
5. Coro, Arthur Allen, (Kapolei High School), (267 X0)
6. Dela Merced, Adonis, (Kapolei High School), (264 X0)
7. Huh, Alex, (Kapolei High School), (263 X0)
8. Agpaoa, Raymond, (Kapolei High School), (257 X0)
9. Villanueva, Jonathan-Rey, (Kapolei High School), (254 X0)
10. San Nicolas, Kody, (LHS), (253 X0)
11. Koanui, John, (Lanai), (250 X0)
12. Olamua, Leileagofa, (Lanai), (250 X0)
13. Chai, Nicholas, (LHS), (247 X0)
14. Roque, Nathanael, (LHS), (246 X0)
15. Bero, Jason, (Lanai), (243 X0)
16. Daoang, Jomel Jhune, (LHS), (238 X0)
17. Salazar, Tyler, (Campbell), (237 X0)
18. Stevens, Patrick, (Roosevelt High School), (231 X0)
19. Thomason, Brian, (LHS), (230 X0)
20. Etrata, JayMark, (Lanai), (225 X0)
21. Cooper, Kennedy-Tama'olemalo, (LHS), (223 X0)
22. Jackson, Alden, (Lanai), (222 X0)
23. Taal, Kent, (Lanai), (222 X0)
24. Duarte, Pohaikaloha, (Kapolei High School), (222 X0)
25. Marlowe, Derrick, (Kapolei High School), (220 X0)
26. Rothenhoefer, Stephen, (LHS), (218 X0)
27. Carineo, Davis, (Campbell), (217 X0)
28. Dizol, Patrick, (LHS), (216 X0)
29. Sahara, Matthew, (Roosevelt High School), (210 X0)
30. Sambrano, Patrick John, (Kapolei High School), (209 X0)
31. Gaspar, Dominic, (Kapolei High School), (208 X0)
32. Abrigado, Julius, (LHS), (206 X0)
33. Antonio, Zachary-Lowen, (Roosevelt High School), (205 X0)
34. Nguyen, Adam, (Roosevelt High School), (200 X0)
35. Pascual, Mark Kevin, (LHS), (195 X0)
36. Sarmiento, III, Geminiano, (Roosevelt High School), (191 X0)
37. Tugaoen, Amiel John, (LHS), (185 X0)
38. Debutiaco, Alden, (Campbell), (181 X0)
39. Espinoza, Nicholas, (Campbell), (156 X0)

Male/Middle

1. Nekomoto, Austin, (Ilima Intermediate), (259 X0)
2. Vilorio, Ian Paul, (Lanai), (255 X0)
3. Wong, Korben, (Punahou *), (237 X0)
4. Dunwell, Sam, (Lanai), (233 X0)
5. Pagdilao, Caleb Jay, (Ilima Intermediate), (226 X0)
6. Purdy, Adam, (Lanai), (220 X0)
7. Gonsalves, Daven, (Ilima Intermediate), (217 X0)
8. Carlson, Max, (Ilima Intermediate), (213 X0)
9. Pillejera, Geo, (Lanai), (178 X0)
10. Etrata, Jomel, (Lanai), (163 X0)
11. Santiago, Ethan, (Mililani Middle School *), (160 X0)
12. Rothenhoefer, Anthony, (Wheeler Middle School *), (151 X0)

Male/Elementary

1. Kobayashi, Jack, (Kahala Elementary School *), (160 X0)

School

1. LHS (5607 X0)
2. Kapolei High School (3866 X0)
3. Lanai (2663 X0)
4. Roosevelt High School (1740 X0)
5. La Pietra (1499 X0)
6. Campbell (1370 X0)
7. Ilima Intermediate (1277 X0)
8. Wheeler Middle School * (399 X0)
9. Punahou * (237 X0)
10. Kapolei Middle School * (209 X0)
11. Kahala Elementary School * (160 X0)
12. Mililani Middle School * (160 X0)
13. Noelani Elementary * (107 X0)
14. Hawaii Baptist Academy * (69 X0)

It is clear to see that the Mission of the HEP continues to be effective in reaching the youth of Hawaii through the NASP program. There are currently 24 NASP certified public and private schools with 2 prospective schools waiting for approval/training. For more information on NASP, contact the HEP program.

E Komo Mai, New Instructors!

Please join us in welcoming these new instructors to our program.

Oliver Kaloi (Oahu)

Cy Matsuoka (Oahu)

Edwin Shishido (Hilo)

Eh, No Forget!

Please update us on your contact information such as phone, fax, email, etc. We try to update our database regularly, so this will help us to contact or locate you in a timely manner. Mahalo!

Hunter Education Program

1130 N. Nimitz Hwy.
Honolulu, HI. 96819
(808) 587-0200

Waimea Office
66-1220D Lalamilo Rd.
Kamuela, HI. 96743
(808) 887-6050