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IN RE: PUBLIC SCOPING MEETING )  
 TO PREPARE AN EIS FOR TRANSFORMATION OF THE )  
 2ND BRIGADE, 25TH INFANTRY DIVISION (LIGHT) )  
 TO AN INTERIM BRIGADE COMBAT TEAM )

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PUBLIC SCOPING MEETING

Taken on behalf of the 25th Infantry Division and U.S. Army Hawaii. Held at Nanakuli High & Intermediate School Cafeteria, 89-980 Nanakuli Avenue, Waianae, Hawaii, 96792, commencing at 6:05 p.m. on Tuesday, April 30, 2002.

PREPARED BY: U.S. ARMY ENGINEER DISTRICT, HONOLULU

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ARMY TRANSFORMATION EIS SCOPING MEETING STAFF LIST

PANEL

- Borne, Ron
- Noel, Gina
- Ockerman, Jeanne Esq.
- Redpath, George
- Anderson, COL Rodney

FACILITATORS

- Aka Karen
- Amaral, Annelle
- Fukunaga, Ken

HAWAIIAN-ENGLISH TRANSLATORS

- Arista, Noelani
- Nogelmeier, Puakea

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CLOSING PULE

Mr. Puakea Nogelmeier 126

1 Tuesday, April 30, 2002, 6:05 p.m.

2 -o0o-

3 MS. AMARAL: Aloha (greetings). My name is  
4 Annelle Amaral and this is Karen Aka. And we will be  
5 your facilitators this evening along with Ken Fukunaga  
6 who's sitting there.

7 So we'd invite you come closer and join us this  
8 evening for the last of a series of transformation  
9 scoping meetings that have been taking place both on the  
10 island of Hawaii as well as here.

11 For those of you that have just come in, we would  
12 suggest that you pick up the handouts that are there at  
13 the registration table at the back of the room. There is  
14 a -- there are two presentations actually that'll be  
15 taking place this evening and the handouts make it easier  
16 for you to follow along during the presentation, and  
17 provide you with material to take home and read through.

18 Also, if you are interested in providing public  
19 comment -- some people think if they just signed up that  
20 that's sufficient. But actually you have to fill out one  
21 of these yellow index cards. Again that's located at the  
22 registration table at the back of the room. And then we  
23 will call you in the order that you've filled these out.  
24 So far we have six people that have signed up to speak.

25 Before we begin, it's traditional that we open

1 the meeting with a pule (prayer), and we wonder if there  
2 is anyone from Nanakuli that would like to convene this  
3 with a pule wehe (opening prayer). We would like to  
4 invite you to come and to assist us in this. So is there  
5 anyone here from Nanakuli that would like to do the pule  
6 wehe (opening prayer)?

7 All right. Then I wonder if I could call upon  
8 Bill Aila and ask if he would, instead, do the opening  
9 pule for us. Thank you Bill.

10 MR. AILA: Mahalo (thank you) to anyone from  
11 the Nanakuli community for allowing me to offer this pule  
12 wehe (opening prayer). In the wehe (opening), we ask for  
13 guidance, 'ike, which is the insight. We ask for  
14 strength. We ask for humility. We ask Akua (God) and  
15 aumakua (family or personal deity) and our kupuna  
16 (elders) to forgive us if we misspeak tonight because it  
17 is surely not our intent to misspeak. We may have  
18 different points of view. We may have different ways of  
19 looking at things. But it is certainly not the intent of  
20 anybody to misspeak. So we ask that -- forgiveness from  
21 each other as well as from Ke Akua (God).

22 Aloha Ke Akua, na 'aumakua, e Ke Akua mau loa  
23 ki'eki'e a me na kupuna o makou. E aloha mai 'oukou i na  
24 mea i kaumaha 'ia, e kala wale mai 'oukou i ko makou  
25 hewa, a me ko makou haumia, a me ko makou 'aiku a me ko

1 makou 'ai'a, a me ko makou wahahe'e, a me ko makou  
2 ho'ohiki 'ino 'ana ia 'oukou. 'Ena mai ko 'oukou inaina.  
3 Me ko makou ha'aha'a, e maliu mai ko 'oukou e ho'ola ia  
4 makou i ka na'au pono no keia hana e ho'ohui ia makou i  
5 ho'okahi mana'o. 'O ko 'oukou mana'o ka mea pololei, a  
6 laila no e holo mua makou i ka ikaika, i ka ha'aha'a, i  
7 ka mana'o huikau 'ole a me ka ho'omaopopo o keia hana  
8 nui. Eia no makou ka 'oukou keiki, a mo'opuna kekahi a  
9 noho mai, noho mai, noho mai, a pela no, amama. ua noa.  
10 (Greetings to God, the family deities, Almighty God on  
11 high and our ancestors. Please welcome that which is  
12 offered and forgive our errors, our trespasses, our  
13 irreverence, our godlessness, our deceits, and our taking  
14 your names in vain. Your wrath may blaze. In humility,  
15 we ask you to heed us, nourish us with a righteous heart  
16 for this endeavor and unite us in one mind. Yours is the  
17 proper intention, and only then can we progress in  
18 strength, in humility, in clarity and understanding of  
19 this important undertaking. Here we are your children  
20 and descendants, and we ask you to be with us, be with  
21 us, be with us, and in that manner, the prayer is closed.  
22 The sanctity is freed.)

23 One of the lines in this pule (prayer) also --  
24 Eia no makou ka 'oukou keiki, mo'opuna kekahi (Here we  
25 are your children and descendants)-- reminds us that we

1 have a relationship, and we have a loyalty, and we have a  
2 kuleana (responsibility) to our ancestors who have come  
3 before us. And it reminds the children and the children  
4 in us that we must also honor this kuleana  
5 (responsibility) and this understanding and this loyalty  
6 to do what is right.

7 So mahalo (thank you) for your indulgence.

8 MS. AMARAL. Mahalo (thank you).

9 Also, before we begin, a very important  
10 announcement. The bathrooms are just out the door here.  
11 And what's important about that is if you go in, you must  
12 not lock it. Do not lock it. So those of you that see a  
13 closed door, do not open the door. And this important  
14 because once you lock it and leave and the door slams, we  
15 can't get back in. So don't lock the bathroom door.  
16 Okay. We've passed that message on.

17 Again, before we begin -- there are a number of  
18 things we have to do before we begin -- we have a panel  
19 seated here and what I'd like to do is to ask them to  
20 introduce themselves so we know who they are and what  
21 they do with the Army. Ron, could we start with you?

22 MR. BORNE: My name is Ron Borne. I'm the  
23 transformation manager for U.S. Army Hawaii.

24 MS. OCKERMAN: Hi. My name is Jeanne  
25 Ockerman. I'm the environmental attorney for U.S. Army

1 Garrison, Hawaii and the 25th Infantry Division (Light).

2 COL ANDERSON: Aloha (greetings). My name  
3 is Colonel Rodney Anderson and I'm the commander of the  
4 25th Infantry Division Artillery.

5 MS. NOEL: Good evening. My name is Gina  
6 Noel. I'm the environmental coordinator for  
7 transformation in Hawaii.

8 MR. REDPATH: Hi. I'm George Redpath. I'm  
9 the project manager from the EIS -- for the EIS from  
10 Tetra Tech, Honolulu.

11 MS. AMARAL: Thank you. Thank you.

12 And it is indeed a pleasure and an honor to have  
13 Colonel Anderson with us this evening. And we'd like to  
14 invite him to come up and to say a few words of welcome  
15 or whatever he'd like to say.

16 COL ANDERSON: Aloha (greetings).

17 THE AUDIENCE: Aloha (greetings).

18 COL ANDERSON: Kupuna (elders), ladies and  
19 gentlemen, my name is Colonel Rodney Anderson and I'm the  
20 commander of the 25<sup>th</sup> Infantry Division Artillery at  
21 Schofield Barracks.

22 On behalf of Major General James Dubik,  
23 commanding general of 25th Infantry Division and United  
24 States Army Hawaii, I'd like to welcome you to this  
25 public scoping meeting for the Environmental Impact

1 Statement for the Army's transformation in Hawaii. I'd  
2 like to thank Mr. Aila for the opening pule (prayer).

3 Before I begin, I'd like to tell you a little bit  
4 about myself since I haven't had the opportunity to meet  
5 each one of you. I am a Christian, a husband, a father,  
6 and a soldier. I grew up on a farm in Elloree, South  
7 Carolina. My wife and I have three children that live on  
8 Schofield Barracks, ages 12, 10, and 7. For the last 23  
9 years, I've the honor of serving in your Army. For the  
10 last 22 months, here in Hawaii -- Army paradise -- as the  
11 commander of the Artillery on Schofield, and as the  
12 coordinator -- community coordinator here on the leeward  
13 coast.

14 Tonight we're here to provide information on the  
15 proposed Army transformation in Hawaii and to receive  
16 your comments on the issues that you wish the Army to  
17 address as a part of this transformation effort. The  
18 facilitators will coordinate tonight's meeting and  
19 provide an effective system of gathering this input.

20 Thank you in advance for your presence and for  
21 your input on the environmental issues and concerns that  
22 you believe ought to be addressed and analyzed as a part  
23 of this action. Your issues and concerns will help us to  
24 develop a plan to properly assess the potential impacts  
25 of the proposed actions on the environment.

1           An Environmental Impact Statement is the most  
2 comprehensive document that an agency can prepare prior  
3 to an action. This process will be explained in detail  
4 by Mr. George Redpath who will follow later as one of the  
5 briefers.

6           I know everyone is anxious to get started so I'll  
7 turn this back over to Ms. Amaral.

8           MS. AMARAL: Thank you Colonel.

9           If you noticed already, the back of the room,  
10 there's some refreshments. We certainly invite you to  
11 take advantage of them. Also at the back of the room are  
12 some information booths. And if you have any questions,  
13 there are personnel around to answer any questions you  
14 may have.

15           We hope to end the meeting by nine o'clock  
16 tonight so part of the function of the facilitators will  
17 be to try to assure everyone gets heard, but they  
18 complete what they have to say in a timely manner. So at  
19 this point, I'm going to turn it over to my colleague  
20 Karen.

21           MS. AKA: Good evening.

22           I'm going to spend just a little bit of time  
23 talking about the format for tonight's meeting. The  
24 meeting has been structured so that you'll be hearing  
25 actually two presentations at the beginning that will

1 last about 40 minutes. The first one will be done by Ron  
2 Borne. He will be giving you details of the  
3 transformation process. And then George Redpath from  
4 Tetra Tech will be giving you some information about the  
5 Environmental Impact Statement. After that, we're going  
6 to be taking public comment and, as Annelle had shared  
7 with you, if you're interested in giving comment, we do  
8 have those cards in the back that we would like for you  
9 to fill out. You'll be called up according to the --  
10 chronological order of the numbers on the back of the  
11 card.

12 We also wanted to let you know that there is  
13 multiple ways to give public comment. You can fax in  
14 your comments. You can e-mail. And all of that  
15 information is available on a form that's also available  
16 at the back table.

17 We also wanted to let you know that all comments  
18 tonight are going to be part of a public record. We have  
19 court stenographers here who are taking down all of the  
20 comments that are being made. And if you would like to  
21 be put on the record, but perhaps not speak in front of  
22 the group, we do have additional -- an additional  
23 stenographer that's located in a room right out this door  
24 so that you can make sure, and your comments get put onto  
25 the record.

1           The last thing that we wanted to make sure that  
2 you knew is that, should you want to give comment in  
3 Hawaiian, we also have a translator available. Puakea  
4 Nogelmeier is here. And so he'll be able to give  
5 translation if you would like to speak in Hawaiian.

6           What I'm going to do now is turn the floor over  
7 to Ron Borne and he'll talk to you about the  
8 transformation process.

9           MR. BORNE: Mahalo (thank you) Karen.

10           As I have said, my name is Ron Borne. I'm the  
11 transformation manager for U.S. Army Hawaii. And like  
12 Colonel Anderson, I want to thank you for taking the time  
13 to join us here this evening.

14           I will be briefing you on why we are looking at a  
15 change to the Army in Hawaii by transforming the 2nd  
16 Brigade of the 25th Infantry Division, and the proposed  
17 projects we would like to make that may have an effect on  
18 our community.

19           At tonight's meeting, we have added information  
20 based on feedback from earlier scoping meetings. We are  
21 trying to provide you with the information you will need  
22 to have an input into our EIS process. The process, the  
23 slides, the handouts, and the published Notice of Intent  
24 remain the same.

25           The proposed action is the transformation of the

1 Army forces in Hawaii described in the Notice of Intent.  
2 This involves the conversion of the 2nd Brigade, 25th  
3 Infantry Division to an Interim Brigade Combat Team, a  
4 more deployable force. I will describe this to you in a  
5 few moments.

6 The proposed action would result in various  
7 changes to Army land including fielding new or modified  
8 weapon systems, armored vehicles, and equipment;  
9 construction activities including the erecting of  
10 buildings and infrastructure; land transactions such as  
11 acquisition of certain lands adjacent to our current  
12 training areas; deployments of forces and specific  
13 training for deployment; training to achieve and maintain  
14 readiness; other actions necessary to support a net  
15 increase of approximately 480 soldiers and 400 vehicles  
16 assigned to the 2nd Brigade.

17 The Army recognizes that potential impacts  
18 related to these proposals include cultural and  
19 historical impacts; impacts to natural resources such as  
20 plants and animals; impacts on water and noise; and  
21 social economic impacts as well as cumulative impacts.  
22 We are here today to get your input on what impacts need  
23 to be analyzed with our Environmental Impact Statement.

24 Our EIS will look at alternatives to the proposed  
25 action. In our Notice of Intent, we list some of those

1 proposed alternatives such as no-action alternative in  
2 which the Army will not transform in Hawaii; and an  
3 alternative to transform using the existing  
4 infrastructure and facilities as currently configured.  
5 We will welcome your input to other alternatives for our  
6 consideration.

7           Also, we want to let you know that the Army is  
8 currently preparing an EIS for return to live-fire  
9 training at Makua as many of you might have attended the  
10 scoping meetings a couple of weeks back. That EIS is  
11 being prepared in accordant -- according to a settlement  
12 agreement entered by the court. And there was also an  
13 earlier Makua Supplemental Environmental Assessment.

14           All transformation-related projects will be  
15 analyzed in this EIS. The Army may prepare some separate  
16 National Environmental Policy Act or NEPA documents such  
17 as an environmental assessment for Drum Road and a Kunia  
18 land acquisition. However, all transformation projects  
19 will be addressed in this EIS.

20           Why is the Army transforming? Recently the Army  
21 is a rapidly -- recently the world is a rapidly changing  
22 place, and all military services are changing to meet new  
23 challenges and missions around the globe. The Army as a  
24 whole is proposing to make a change that will affect the  
25 way that it trains, equips, fights, and interacts with

1 civilian populations in areas they've deployed to. The  
2 term "transformation" is chosen to describe how the Army  
3 will change to meet these new challenges.

4           During our Cold War days, we were able to -- we  
5 had the luxury of knowing our enemies. They had  
6 different uniforms and equipment. We had geographical  
7 lines to describe our differences such as the "Iron  
8 Curtain" or numerically numbered "Parallels" that  
9 separated ourselves and our ideologies. Our combat  
10 vehicles were designed to be heavy and powerful in order  
11 to meet an army -- opposing army similar to ourselves and  
12 what we would experience during the Second World War.  
13 Thus, we were always thinking European as the next battle  
14 front and we planned accordingly. As an Army, we would  
15 move against an opposition in mutually protected  
16 formations to find the enemy, figure out the strength and  
17 location of that opposition by firing our weapons, then  
18 moving against them to overcome this opposition with  
19 force.

20           Today, the tactics and our mission have changed.  
21 We may not be able to identify our enemies as easily as  
22 before, and foes may change several times during a single  
23 operation. Our allies are now made up of coalitions,  
24 with some alliances forming right before or even during  
25 military operations. And our allies might even share

1 some common traits with our opposition.

2 Information or intelligence has always been an  
3 important part of military operations, but the speed and  
4 accuracy has been increased multi-fold with the modern  
5 information age and the use of the Internet. Now we can  
6 rely on remote sensors, high technology, and a wealth of  
7 intelligence information to see the foe before he sees us  
8 and to use our speed maneuver to take advantage of his  
9 weakness and our strengths at the time and place of our  
10 choosing. Also, not all military operations are declared  
11 war or even open-fighting conflicts, as peacekeeping  
12 operations have become more a norm than an exception.

13 We are not the only unit in the Army to begin  
14 transformation. There will be two brigades at Fort  
15 Lewis, Washington; one at Fort Wainwright, Alaska; one at  
16 Fort Polk, Louisiana; and one with the Pennsylvania Army  
17 National Guard.

18 As I have mentioned, in the past traditionally  
19 we've been able to predict potential areas of conflict  
20 and planned and prepared for such, and that is no longer  
21 the case. While we can still see areas of risk for  
22 conventional battles which have existed for years, we are  
23 no longer be able to predict where the next military  
24 necessity will be or to what level the military response  
25 is required. Just as the named areas shown are places we

1 are at now or have been to recently, who may be -- who  
2 may be able to predict which of the other areas of  
3 concern is the next hot spot? And, of course, terrorism  
4 now adds a whole new dimension, as many times it knows no  
5 borders. Also, as our military downsizes, the number and  
6 frequency of deployments strains the current Army force.

7           Unfortunately, the possibilities for conflict  
8 remain real, and the Army must remain ready. You can see  
9 how the Army -- you can see how the Army in Hawaii is an  
10 important location to many of these areas as we are  
11 centrally located for strategic deployments.

12           There are many operational factors which define  
13 our task, but variety, speed, precision, and force are  
14 the most dynamic which face us today and best describe  
15 the operational requirements of this new organization.

16           Variety. We do not know where the next response  
17 will be or to what level our participation is required.  
18 Our ability to respond must be flexible and coordinated.  
19 We are no longer can depend on a built-up infrastructure  
20 to support our deployment in areas of operations.

21           Speed. Fortunately, we are members of a country  
22 who take a long time to determine if it wants to go to  
23 war or participate in peacekeeping operations. However,  
24 we are also a military in a society that once that  
25 determination has been made, the people expect a quick

1 and accurate response.

2 In the past, our heavy forces that have deployed  
3 to world hot spots took a long time to get there due  
4 their our weight and their logistical requirement, such  
5 as during our Desert Storm deployment. The M1 Abrams  
6 tank, one of the best in the world, weighs 70 tons. The  
7 number of Class 70 or 70-ton bridges is limited around  
8 the world and many times nonexistent.

9 Many times, just speed and timing can defuse a  
10 situation and deprive the opposition of time to organize.  
11 One of these new units must be able to deploy within 96  
12 hours and sustain itself for an indefinite period of  
13 time.

14 Precision. Accuracy in timing, movement, and  
15 execution is a key part in convincing opposition you mean  
16 business. Along with public tolerance of aggressive  
17 action under certain situation, the public is intolerant  
18 of innocent casualties or collateral damage. Once force  
19 is necessary, each of these soldiers would be equipped to  
20 use laser designators, night vision devices, have access  
21 to a vast amount of intelligence information, and each  
22 with a radio for communications with a command structure.

23 Force. Force of arms or the ability to do so  
24 still remains a necessity of an army, and precision of  
25 force must be used or threat to be used many times to get

1 our point across. We are no longer able to act alone in  
2 our missions and our actions. As I've spoke of  
3 coalitions earlier, we need to be able to operate in  
4 conjunction with other services and other nations during  
5 our operations.

6 Our focus is a future Objective Force, but to  
7 begin procuring and fielding this -- the first Objective  
8 Force, it would take about 8 to 10 years.

9 Even as we invest in this Objective Force, we  
10 must maintain our Legacy or current forces with its  
11 unmatched heavy Abrams and Bradley vehicles, a responsive  
12 force like Airborne, and our agile Special Operations  
13 Forces.

14 We will need to recapitalize on select Legacy  
15 units of our Abrams and Bradleys and Apache weapons  
16 systems. To do so, also, we will need to invest in an  
17 interim capability to do what we cannot do well today.  
18 The interim capability is a select number of brigades  
19 employed -- employing the current off-the-shelf  
20 technology and equipment. This interim force would also  
21 allow us to train our soldiers, grow our leaders, develop  
22 our doctrine and -- with the organizations and these new  
23 formations.

24 Every dollar that we put into science and  
25 technology now enhances the quality of that final

1 Objective Force. Today, the science and technology  
2 requirement is an Army priority. We are challenging  
3 industry to assist us in designing that Objective Force.  
4 We are asking industry to get out of gunpowder technology  
5 and into electromagnetic or electrical chemical. We are  
6 also asking about fuel hybrid engines to get our vehicles  
7 away from fossil fuels. And we are asking to see if we  
8 can use ceramics or alloys for ballistic protection to  
9 protect the vehicles all to save weight, costs, fuels,  
10 logistics, and lives.

11 In the future, the Army -- the entire Army will  
12 transform to the Objective Force. The question is if the  
13 25th Infantry Division transforms in Hawaii now as a part  
14 of the interim change or later when the remainder -- with  
15 the remainder of the Army.

16 To show an example, we have an overview on the  
17 left which shows some characteristics of the current  
18 light infantry brigade such our 2nd Brigade is configured  
19 now. The right shows some of the proposed traits of an  
20 Interim Brigade Combat Team. Overall, it would mean an  
21 increase in the number of soldiers and vehicles assigned  
22 to Schofield Barracks and that would use the training  
23 areas in Hawaii.

24 The new brigade will look somewhat similar to the  
25 Army's current structure and will use the traditional

1 names. There will be three infantry battalions, each  
2 with about 665 soldiers which will be made up of three  
3 infantry companies of 171 soldiers and the rest remaining  
4 with the headquarters and administrative staff. They  
5 will use infantry weapons such as mortars, rifles,  
6 machine guns, sniper weapons, anti-tank missiles and a  
7 new mobile gun system.

8 An addition will be a reconnaissance,  
9 surveillance, and target acquisition squadron which will  
10 use reconnaissance troops with mounted sensors, embedded  
11 human intelligence capacity, multi-use sensors,  
12 electronic warfare, ground radar, and unmanned aerial  
13 vehicles to gather intelligence.

14 There will be an anti-armor company for mounted  
15 and dismounted anti-tank missiles.

16 There will be an artillery battalion of towed  
17 artillery howitzers such as we have at Schofield today.

18 There will be a support battalion to provide  
19 logistical support to this unit, and supplies and  
20 services.

21 A combat service support company for  
22 administrative support.

23 A military intelligence company to augment the  
24 reconnaissance squadron and to sort through the vast  
25 intelligence information from other sources.

1           An engineer company equipped with the -- as the  
2 engineers are equipped on Schofield already to provide  
3 field support.

4           And a signal company to provide the  
5 communications needed to keep the digital information  
6 flowing between the units, the vehicles, and the command.

7           The unique environment of Hawaii provides for  
8 decentralized areas for operations like we would find in  
9 today's military operations. It also has a wide variety  
10 of terrain such as open, tropical, urban, and desert.

11           While the transformation of the Army in Hawaii is  
12 a statewide issue, we will address each island with the  
13 Army's current or proposed presence starting with the  
14 island of Oahu.

15           As I have said before, the Army recognizes that  
16 there are many potential impacts. One of the concerns  
17 that will be interest -- that will interest the community  
18 is the introduction of an increased number of military  
19 vehicles and traffic on public roads. Since we, too, are  
20 aware that the amount, type, and timing of traffic on an  
21 island which depends on a coastal road network is a  
22 concern of everyone, we are proposing to expand and  
23 improve the ability of the Army to access the current --  
24 its current training areas while staying off public  
25 roads.

1           We propose to establish a new vehicle trail from  
2 Schofield to Dillingham and one from Schofield to  
3 Helemano, separating military vehicles destined to these  
4 training areas with civil traffic. While these trails  
5 may still need to cross public roads, they can do so at  
6 safe controlled locations coordinated with the county and  
7 state.

8           We also propose to improve the current Army Drum  
9 Road to make it an all-weather, two-lane road giving us  
10 year-round access to the Kahuku Training Area. This  
11 coupled with the timing of military movements will reduce  
12 potential traffic conflicts. This, too, is also a real  
13 world training scenario for soldiers since traffic on  
14 restricted roadways is many time a concerns of local  
15 populations.

16           We have looked to minimize additional land  
17 requirements. However, due to a shortage of training  
18 acres and the limited available space on Schofield  
19 proper, we are look -- we are proposing to purchase land  
20 south of Schofield to build a motor pool or motor park to  
21 park the new brigade's vehicles, to develop a displaced  
22 rifle and pistol range from Schofield Barracks. While an  
23 exact acreage and location has not been defined, we are  
24 considering 1,500 to 2,100 acres. Coordination with  
25 neighbor land users is being made.

1           The motor park would be built with features to  
2 protect the environment, and the proposed range complex  
3 would use only standard ball ammunition like the types  
4 hunters use, and will not use tracers to reduce wildfire  
5 possibilities, nor would any explosives be used in this  
6 area.

7           Based on the concerns we have heard, we have gone  
8 out with engineers who design ranges, and we have  
9 proposed a design to remove the impact from the  
10 Honouliuli Preserve by re-orienting the direction of the  
11 proposed range. We have proposed areas, but no specific  
12 boundaries because we are still negotiating with  
13 landowners. We are also analyzing other alternatives.

14           While not all training can be conducted by  
15 simulations, some tasks can be taught in a virtual  
16 setting where precise task, under controlled conditions,  
17 can be monitored and controlled. We propose to build  
18 three buildings on Schofield Barracks as already  
19 developed -- in already developed locations near the  
20 current infrastructure.

21           One will be a building containing an individual  
22 through small unit virtual trainer not unlike what many  
23 police forces have using computers to grade marksmanship  
24 and small unit tasks. The system will use computers and  
25 laser technology much like you see for sale at many

1 computer game stores, albeit a little more complicated.

2 Another building will house a centralized  
3 facility for the control, safety, scheduling, maintenance  
4 of all the training facilities on Oahu in one centralized  
5 range control.

6 The last is a building that will house a digital  
7 university to train the soldiers on the equipment, tasks,  
8 and tactics of the new unit. It will be a simulation  
9 center for the unit staff training and for unit battle  
10 staff tactics, and would allow for the linking of  
11 soldiers and leaders in Hawaii with other facilities,  
12 databases, and like units around the world.

13 Three new range complexes will need to be built  
14 on Schofield. Gone are the days of single-use ranges  
15 where a soldier would accomplish one task, like zero or  
16 sight a weapon in, on one range and then move to another  
17 to practice or score his or her marksmanship ability.  
18 The Army is building multi-use ranges to reduce cost,  
19 maintenance, and impacts of the environment and proposing  
20 facilities that do multiple tasks over a much smaller  
21 area.

22 As many of the weapons qualification  
23 requirements, which include fixed firing points and fixed  
24 targets, would be moved to a single complex at the  
25 current McCarthy Flats area of Schofield. Old ranges

1 would be replaced with a multi-use range using the same  
2 target area.

3 A battle area complex would be built to allow the  
4 soldiers to train as a group and choose target areas and  
5 firing points as they would in combat situations. It  
6 would also allow the soldier to train with the new  
7 vehicles in live-fire training tasks and with other  
8 weapons and units.

9 As more of the world population areas become  
10 built up, an urban fighting facility would be needed to  
11 train soldiers with weapons and live ammunition in a  
12 controlled setting with the difficult tasks of fighting  
13 in an urban area. These facilities would replicate a few  
14 simple buildings much like a police training facility or  
15 what's commonly called a "Dodge City" scenario.

16 In conjunction with the urban live-fire area at  
17 Schofield, there are many other urban fighting tasks and  
18 peacekeeping tasks that can be trained without live  
19 ammunition. We would propose to build a mock city at old  
20 disturbed sites in the Kahuku Training Area. This would  
21 be a non-live-fire urban training facility that would  
22 replicate multiple situations over a wide area  
23 simultaneously. Many law enforcement agencies have these  
24 type of complex computerized facilities that can simulate  
25 anything from a simple law enforcement task to

1 conventional military operations.

2 There will be no live firing of weapons in this  
3 proposal, only blanks.

4 These -- this facility would renovate current  
5 unused buildings at all three sites and construct several  
6 more at two of the three locations.

7 Now we will address the Big Island proposals.  
8 Like on Oahu, one of the concerns will be the  
9 introduction of an increased number of military vehicles  
10 and the interest in traffic on public roads. And again  
11 we are proposing to expand and improve the ability of the  
12 Army to access the current training at Pohakuloa by  
13 staying off public roadways.

14 We are proposing to renovate the vehicle trail  
15 from Kawaihae docks, which remain our primary port for  
16 entering the Big Island, to the training area. This will  
17 maintain separation of military traffic destined for  
18 Pohakuloa and civil traffic. The exact route of the  
19 trail may not follow the current route as we will look to  
20 many different options to decide where the trail will be  
21 placed.

22 Two new range complexes will need to be built at  
23 Pohakuloa. These also will be multi-use ranges to reduce  
24 cost, maintenance, and impacts to the environment, and  
25 promoting facilities that do multiple tasks over a much

1 smaller area.

2 Another larger battle area complex would be built  
3 to allow the soldiers to train as a part of a larger unit  
4 -- battalion size and larger -- allowing them to choose  
5 target areas and firing points as they would in combat  
6 situations. It would also allow the soldiers to train  
7 with the new vehicles in live-fire training tasks with  
8 other weapons and units. This range will allow for the  
9 use of all the weapons systems available to an Interim  
10 Brigade Combat Team commander such as artillery, attack  
11 helicopters and fixed-wing, close-air-support aircraft.

12 An anti-armor range will be needed to train the  
13 new anti-armor company on mounted and dismounted gunnery  
14 tasks. Old ranges would be replaced with multi-use  
15 ranges using the same target and impact areas and not  
16 create a new impact area.

17 We have again looked to minimize additional land  
18 requirements. However, we are also proposing to purchase  
19 land at Pohakuloa for maneuver training where soldiers  
20 can operate the new vehicles in training with unit  
21 organizations and formations using the tactics of  
22 mutually supporting the movement in non-live-fire  
23 training maneuvers. Vehicles will operate in organized  
24 controlled formations.

25 While an exact acreage and location has not been

1 defined, we are considering 15,000 to 23,000 acres.  
2 Coordination with land -- neighbor land users is being  
3 made. We have proposed areas, but no specific boundaries  
4 because we are still negotiating with the landowners. We  
5 are also analyzing other alternatives.

6           There will be no ranges built in this area. This  
7 area offers good open and rolling terrain, and provides a  
8 variety of physical conditions to increase soldier, unit,  
9 and leader experience base.

10           Now we will talk about other changes needed in  
11 the base infrastructure support system for this change.

12           We will need to improve Wheeler Army Airfield to  
13 allow for the use of C-130 turboprop aircraft for  
14 training deployments of the Interim Brigade Combat Team  
15 by strengthening the runway and the current parking  
16 areas.

17           Bradshaw Army Airfield at Pohakuloa will also  
18 need strengthening of the existing runway and improved  
19 parking for cargo aircraft such as the C-17 so that  
20 options exist to deploy to Pohakuloa for realistic  
21 training from Oahu.

22           In order to meet the requirements of deployment  
23 for real world missions and training, we will need to  
24 build a deployment facility at Wheeler to prepare units  
25 for loading or unloading on ships or aircraft.

1           To be able to prepare cargo for air loading or  
2 parachuting, a parachute rigger section will need to be  
3 added to the Air Force's Joint Mobility Center at Hickam  
4 Air Force Base.

5           To clean vehicles, prepare equipment for  
6 deployment, and prevent the spread of weeds, three  
7 vehicle wash racks are required: one at Schofield by the  
8 motor park area, one in the Kahukus, and one on the Big  
9 Island to support Pohakuloa.

10           Additionally, three new ammunition storage  
11 facilities will be need to be added to the existing  
12 storage area at Pohakuloa.

13           The current fuel storage and distribution  
14 facility at Schofield Barracks will be improved to handle  
15 an increased number of vehicles.

16           Barracks and family housing will be improved to  
17 meet the increased number of soldiers and families  
18 assigned to the new brigade.

19           The local area network for computer data  
20 connections will need to be improved on Schofield and  
21 Pohakuloa to handle the increased data transmission load.  
22 Fiber optic lines will replaced or augmented in existing  
23 areas and to the new facilities.

24           We will propose to install communications towers  
25 on Army land to provide the necessary data link between

1 the vehicles, the Internet, and the command structure.  
2 These towers will resemble small cellular phone towers.

3 In all, the proposal will increase the size of  
4 one Army unit in Hawaii and require 32 projects to  
5 support the Interim Brigade transformation of the 2nd  
6 Brigade, 25th Infantry Division.

7 A point of clarification. The Department of the  
8 Army revised its NEPA Army regulation on March 29th,  
9 2002. The Army scoping processes will comply with this  
10 revised regulation.

11 And that concludes my briefing.

12 Mahalo (thank you).

13 MS. AKA: Thank you Ron.

14 We're going to ask George Redpath from Tetra Tech  
15 to now provide us some information on the National  
16 Environmental Policy Act or NEPA, and also the process  
17 that will be involved in the Environmental Impact  
18 Statement.

19 MR. REDPATH: Aloha (greetings).

20 THE AUDIENCE: Aloha (greeting).

21 MR. REDPATH: I'd like to thank you all tonight  
22 for coming out and participating in this public scoping  
23 meeting to assist us in the preparation of the  
24 Environmental Impact Statement, or EIS, for the Army  
25 transformation project.

1           The EIS is a public document whose purpose is to  
2 provide the decision makers, in this case the Army, the  
3 information they require to make a fully informed  
4 decision as spelled out under the National Environmental  
5 Policy Act or NEPA.

6           NEPA directs all federal agencies to examine the  
7 environmental consequences of any major federal action  
8 that significantly affects the quality of the human  
9 environment and provides an interdisciplinary framework  
10 to evaluate the impacts of federal actions. Furthermore,  
11 NEPA opens the federal decision-making process to public  
12 involvement and scrutiny. This scoping meeting and the  
13 EIS we will be preparing are a part of that process.

14           The EIS will evaluate impacts on Army  
15 installations, training ranges, and surrounding lands and  
16 communities in Hawaii focusing on the islands of Oahu and  
17 Hawaii. The EIS will be a comprehensive, full-disclosure  
18 document that assesses the cultural, social, economic,  
19 and environmental effects, both positive and negative, of  
20 a proposed project and the alternatives under  
21 consideration.

22           The EIS process includes the draft EIS, which is  
23 released to the public for comment, and the final EIS,  
24 which will address the public comments and selects a  
25 preferred alternative.

1           The EIS will provide a full and fair discussion  
2 of significant environmental impacts associated with the  
3 proposed action -- in this case the Army transformation  
4 of the 2nd Brigade of the 25th Infantry Division (Light)  
5 to an Interim Brigade Combat Team -- and will inform the  
6 decision makers and the public of reasonable alternatives  
7 that would avoid or minimize any adverse impact caused by  
8 the project.

9           A Notice of Intent was published in the U.S.  
10 Government's Federal Register last month on March 4th  
11 stating that the Army intends to prepare an Environmental  
12 Impact Statement to address the Army transformation in  
13 Hawaii. Publication of that notice initiated the NEPA  
14 requirement for public involvement referred to as the  
15 scoping process. That NOI also described two  
16 alternatives that we're proposing. And we'll be  
17 developing others as we proceed.

18           Your attendance here this evening is an integral  
19 part of that process. As you can see by the little map  
20 here, the "You are Here" arrow, this is your first  
21 opportunity to provide input, and you'll have other  
22 opportunities as the process goes along.

23           The purpose is to receive input from you on the  
24 issues you'd like to see addressed in the EIS as they  
25 relate to the Army's proposed project. Your oral and

1 written comments will be considered in the preparation of  
2 a draft EIS, and the deadline for your written comments  
3 is May 30th.

4 In addition to this public forum, you may also  
5 provide written comments on the forms available in the  
6 back or on your own letterhead, and mail those in or fax  
7 them in. Or on our web site, which the address is on the  
8 handout in the back, like this. For those of you who  
9 want the address, its also [www.ttsfo.com/ibcteis](http://www.ttsfo.com/ibcteis).

10 The web site will also include additional  
11 information on the alternatives. We will provide  
12 information as we proceed so I suggest that you check  
13 that regularly.

14 The draft EIS is anticipated to be completed and  
15 released for public comment in February 2003. This is  
16 the schedule here and the schedule also is available for  
17 you in the back so you don't have to write these dates  
18 down. Once the draft EIS is published, there will be a  
19 45-day review period during which you can provide written  
20 comments on the draft EIS.

21 Additionally, the Army currently plans to hold  
22 public hearings during the review period to receive your  
23 input on the draft EIS. The comments received at that  
24 stage will be addressed in the final EIS that is  
25 scheduled to be completed in August 2003.

1           Following a 30-day public review period, it is  
2 anticipated that a Record of Decision, or ROD, would be  
3 issued in October 2003.

4           Again, we thank you for coming out this evening,  
5 and we look forward to receiving your comments on this  
6 EIS and participating in this process.

7           Thank you.

8           MS. AMARAL: Thank you George.

9           You've just received a great deal of information,  
10 some of which is technical and complex, and what we  
11 wanted to do was to accommodate the fact that this is  
12 new, complex information and allow a brief period before  
13 the public comment period for your -- for question and  
14 answers. So if you needed clarification or a response to  
15 some of the technical issues raised, this would be the  
16 chance to do it now.

17           Provided this evening are not only the people on  
18 the panel up in the front of the room but a number of  
19 people who have expertise in this area ready to answer  
20 questions of clarification. We also have two of the  
21 facilitators with microphones. We would ask you to  
22 please use the microphones so the stenographers can get  
23 your questions as well as the answers.

24           Are there any questions? Okay. It doesn't look  
25 like there are any.

1           Then we can move right into the public comment  
2 period. Before we do that, just a -- I think just --  
3 just a few reminders. That is that if you want to speak,  
4 we ask you to go back to the registration table and fill  
5 out one of these yellow cards. And we're going to call  
6 you in the order that we have received them.

7           We have already 19 people signed up to speak. So  
8 because of that, we're going to be watching very closely.  
9 We ask that you keep your comments down to five minutes.  
10 If you have written testimony, it's not necessary for you  
11 to read it into the record. But actually you summarize  
12 it and we will then take your written comment if you'll  
13 give it to us and it will go onto the record.

14           Those of you that may have to leave early, and it  
15 may be that you're actually number 19 so we're not going  
16 to get to you till about nine o'clock tonight, we have  
17 another stenographer in the room just outside this patio  
18 area. And she is available to also take your comments  
19 and you can go out of turn and make your comments on the  
20 record there.

21           Because we all feel very strongly about these  
22 issues and about this special place where we reside, its  
23 often -- what often happens in these meetings is that we  
24 don't' always agree. But I truly believe that each of us  
25 has a truth to speak. And I would love to hear each of

1 you speak your truth. So what I ask as your facilitator  
2 is that we treat one another with respect and with  
3 kindness, that we don't interrupt people as they are  
4 making comment whether we agree or disagree with what  
5 they have to say. But we listen and we learn from one  
6 another. And that is part of the process that takes  
7 place that helps us all to learn more. So please be  
8 tolerant of one another. Please be respectful of one  
9 another. And give us an opportunity to hear each of your  
10 truths clearly and uninterrupted.

11 All right. You want to start with the first one?  
12 Thank you.

13 MS. AKA: We'll start with the first speaker and  
14 I'll be calling the names so that the next one knows  
15 who's coming up next. Our first speaker is Daniel  
16 Forman. And then we have Mauilani Kenessey.

17 MR. FORMAN: Thank you for letting me voice  
18 our concerns. My name is Daniel Forman and I work in the  
19 Waianae community along with the youths of the Leeward  
20 coast.

21 One of our main concerns is to be an advocate for  
22 them. Many Waianae youth living in Makaha are concerned  
23 about water contamination from Makua. No thorough  
24 Environmental Impact Statement has been done that will  
25 calm these fears. Although many students have not been

1 in Makua, they are still at risk.

2 Another concern is the land grab in the  
3 Honouliuli Nature Conservancy area. Waianae students  
4 have been planting native plants in the area that would  
5 be condemned. The students have seen the endemic species  
6 and habitat in jeopardy.

7 They have seen -- excuse me, they've been raised  
8 knowing the importance of preserving this area for their  
9 culture and for their future descendants. It is their  
10 connection to resources used by their ancestors.

11 Now the Army is saying that this resource is not  
12 as important as the safety of others. It's not even  
13 worth doing a thorough Environmental Impact Statement.

14 This type of arrogance will not be tolerated. We  
15 have seen too much of it throughout the Pacific. In the  
16 long run the Army will pay the consequences. It would be  
17 cheaper for you to move elsewhere if you do not work with  
18 the community.

19 In the meantime, our health and dignity are being  
20 compromised. But the coast has proven to be very  
21 resilient. Those who have lived and protected this  
22 mountain range will never leave and will never change  
23 their will to protect their resources for their children.

24 I just also wanted to make sure that some long-  
25 time residents will be involved in the actual writing of

1 the EIS and not just the public comment.

2 Mahalo (thank you).

3 (Applause)

4 MS. AKA: Thank you, Daniel. Mauilani  
5 Kenessey and then Tom Lenchanko.

6 MS. KENESSEY: Aloha (greetings). My name  
7 is Mauilani Kenessey. I'm a sophomore at Waianae High  
8 School. I have currently been enrolled in the Hawaiian  
9 Studies program. And in this program we travel and we do  
10 a lot of reforestation and restoration projects. And one  
11 has been located in the Honouliuli site on The Nature  
12 Conservancy land.

13 Most of our students have took pride in cleaning  
14 and restoring this area. And to see it all go away  
15 really kinda hurt because we've put a lot of tears and  
16 sweat and blood into this land and we would like to see  
17 it grow. Not only for us in this generation now but for  
18 the future generations coming. And it's kinda sad  
19 because this is a really prosperitive (sic) land where  
20 the plants have grow (sic) and we have seen it grow in  
21 its natural habitats.

22 And not only that, we have also been to other  
23 places where the Army has taken over, like Kahoolawe.  
24 And the land there, well, it's been really bad, but it's  
25 nice to see that the native plants have survived. And we

1 just want to see it carry out throughout the rest of the  
2 generations.

3 Thank you.

4 (Applause)

5 MS. AKA: Tom Lenchanko and then Phyllis  
6 Cayan.

7 MR. LENCHANKO: Aloha (greetings) Nanakuli.  
8 Tom Lenchanko, Hawaiian Civic Club of Wahiawa, Friends of  
9 Kukaniloko.

10 I have 12 concerns to address, the first  
11 being with all the roads that are going to be created  
12 through natural areas, conservation areas, we hope that  
13 some form of road or traffic safety plus an emergency  
14 response program be created along with a list of impacts  
15 to its natural resources and also the cultural resources.

16 The second issue would be in air safety and also  
17 requests in emergency response program to your movements  
18 through the air over all the islands.

19 The third. We'd like a definition of  
20 environmental justice and how its application to the EIS  
21 interweaves itself, if it does.

22 The fourth. An existing program to clean impact  
23 and live-fire training areas, if you have any type of  
24 program or is it non-existent.

25 We also request, in response to heavy metals, the

1 levels of contamination outside as well as within  
2 training areas, its effects on the community and the  
3 natural resources that are impacted.

4 A review of all natural and cultural resources  
5 within your project areas.

6 Number six. Traditional practice and access  
7 availability on your properties or those that you gonna  
8 take over.

9 We'd also like details, drawing, plans, maps of  
10 Army transformation areas on the islands of Oahu and  
11 Hawaii.

12 Documentation of archaeological research within  
13 the project areas, complexes with Hawaiian origin.

14 Total existing acreage and additional acreage  
15 proposed from the Army transformation project.

16 Second to the last. Preservation, protection and  
17 potential restoration of existing, damaged, and destroyed  
18 habitats as we know to be wahi pana, locations of  
19 traditional significance.

20 And in closing, when the life force of an ali'i  
21 (royalty) was to enter this earthly realm, this our  
22 paradise, all work ceased. This most solemn of occasion  
23 released from the hearts of the people, the energy factor  
24 or mana that transdescended (sic) from the 'aina (land),  
25 prayer emanated throughout the land.

1           What was welling up in the hearts and the minds  
2 of the people of Hawaii was that the gods, just the gods,  
3 would send a male child, a child of character, of  
4 strength, of vision possessing the mental acumen, moral  
5 rectitude imbued from on high with these qualities to  
6 lead the people toward a life filled with peace and  
7 prosperity.

8           On behalf of the Hawaiian Civic Club of Wahiawa,  
9 the moku (district) of Waialua, aloha (farewell).

10                   (Applause)

11           MS. AKA: Phyllis Cayan and then Jalna  
12 Keala.

13           MS. CAYAN: Aloha kakou (greetings all). My  
14 name is Phyllis Coochie Cayan, a descendant of the  
15 original families of Lanai Island. My ancestors,  
16 Keliihananui and Auhua, were the last traditional  
17 Konohiki (land-division administrator) of Lanai.

18           From these ancestors and those before them come  
19 our family's kuleana, our responsibility and obligation  
20 to aloha 'aina (cherish the land) and malama 'aina (care  
21 for the land). That kuleana (responsibility) extends to  
22 where we come from, where we live today and where we are  
23 headed in the future.

24           I speak with no intent to offend, and apologize  
25 if anyone feels slighted. I take full responsibility for

1 my words and mana'o (thoughts). All are based from the  
2 teachings of my 'ohana (family), my own life experiences  
3 as a native Hawaiian, cultural practitioner and a bridge  
4 between cultural and Western education.

5 For almost 30 years I've done volunteer work in  
6 the community, statewide, on the national and  
7 international levels with natives and non-natives. Some  
8 of my current work includes the following: State Burials  
9 Commissioner for Oahu Island since 1990; a member of the  
10 Ukanipo Heiau Advisory Council, which is the heiau  
11 adjacent to Makua; a director for Maunakea Anaina Hou  
12 created to protect and preserve the sacredness of the  
13 summit and all of the Mauna Kea lands. I also serve as  
14 the Oahu island treasurer and an ex officio of Ka Lahui  
15 Hawaii.

16 Attached to this testimony is also my testimony  
17 presented on April 9th for the Army scoping hearing for  
18 an EIS at Makua Valley. And I believe that mana'o  
19 (thoughts) and concerns are also applicable for this EIS  
20 on the Army's transformation plans.

21 In general, the EIS must address how the Army  
22 proposes to clean up any pollution, toxins or hazardous  
23 materials, ordnance or geographical changes that result  
24 from their training maneuvers including, but not limited  
25 to, the transportation of troops, supplies and other

1 equipment. Also, the Army needs to be culturally  
2 sensitive to the significance of the lands it uses to  
3 train.

4 Attached to this testimony is an article  
5 entitled, "Protecting sacred lands is an American  
6 responsibility." It was written -- it was posted in  
7 "Indian Country Today" posted on April 29th, 2002 by U.S.  
8 Congressman Representative Nick Rahall of West Virginia,  
9 who I will quote parts of his article. And that article  
10 is also attached to my testimony.

11 Quote, "Long before my ancestors arrived on these  
12 shores American Indians were the first stewards of the  
13 land. They respected the earth, water and air. They  
14 understood you take only what you need and leave the  
15 rest. They demonstrated you do not desecrate that which  
16 is sacred.

17 "Most Americans understand a reverence for the  
18 great Sistine Chapel or even for a white-washed church  
19 building with a steeple and a bell. But often non-  
20 Indians have difficulty giving that same reverence to a  
21 mountain, valley, stream or rock formation.

22 "Last month the Sacred Lands Protection Coalition  
23 was formed through the National Congress of American  
24 Indians, Association on American Indian Affairs, Seventh  
25 Generation Fund and the Native American Rights Fund. The

1 coalition may prove to be the seminal action that finally  
2 brings the federal government once and for all to put its  
3 muscle behind protecting native American sacred lands in  
4 our country.

5 "While acts such as the National Historic  
6 Preservation Act, the Native American Graves Protection  
7 and Repatriation Act, the American Indian Religious  
8 Freedom Act have been helpful to a degree, I believe the  
9 time has come for us to put a process in statute that  
10 stops damaging activity and preserves these areas  
11 forever. I've developed a legislative proposal that  
12 would put teeth into federal law and halt any further  
13 desecration of sacred lands. We must have a government-  
14 wide effective, comprehensive process that prohibits the  
15 loss of further native American sacred lands now before  
16 more of these unique sites are wiped off the face of the  
17 earth," quote, unquote.

18 I would also like to note that U.S.  
19 Representative Nick Rahall is a Democrat from West  
20 Virginia. He serves as a senior Democrat on the House  
21 Committee on Resources which oversees native American  
22 issues.

23 And I'd like to interject that I will be writing  
24 to him about our concerns here for native Hawaiian land  
25 issues.

1           He also serves on the Committee on Transportation  
2 and Infrastructure.

3           So it is good that protection of sacred lands is  
4 being seriously discussed at the congressional level.  
5 And I believe it will greatly impact the future of all  
6 military training on all native lands.

7           I look forward to the draft EIS review to see  
8 what the Army is truly proposing in its transformation  
9 before I can comment more fully.

10          Mahalo (thank you) for hearing my concerns.

11                   (Applause)

12          MS. AKA: Jalna Keala and then James Haley.

13          MS. KEALA: Aloha kakou (greetings all).

14          THE AUDIENCE: Aloha (greetings).

15          MS. KEALA: As Karen said, my name is Jalna  
16 Keala. I'm here tonight on behalf of the Office of  
17 Hawaiian Affairs. I am the acting director of the  
18 Hawaiian Rights Division.

19                 For those of you that are unaware, the Office of  
20 Hawaiian Affairs is a semi-autonomous agency of the State  
21 of Hawaii. It was established constitutionally in 1978  
22 for the betterment of conditions of Hawaiians and native  
23 Hawaiians. We are a trust governed by nine elected  
24 trustees.

25                 Excuse me. My remarks tonight are preliminary in

1 nature, and we reserve the right to make future comments.  
2 I have five short points to make.

3 I want to say to the Army that your early  
4 commitment to do an EIS and conducting the scoping  
5 meetings as you are doing, is an excellent idea, and the  
6 Army is to be commended for this effort. However, the  
7 Office of Hawaiian Affairs will insist that the Army  
8 conduct another round of scoping meetings once the final  
9 land acquisitions have been made and specific site maps  
10 are available.

11 (Applause)

12 MS. KEALA: Right now information is too  
13 inadequate to make detailed comment. But once sites have  
14 been identified and maps made available, OHA will be able  
15 to offer formal and more substantive testimony.

16 Mr. Redpath mentioned the Environmental  
17 Protection Act. But we would like to remind the Army  
18 that Section 106 of the federal -- thank you -- historic  
19 preservation laws through the National Historic  
20 Preservation Act also apply to this project.

21 We had a very brief consultation with Mr. Borne  
22 and other staff, but it will not be the last I'm sure.

23 In its EIS, the Army must include and adequately  
24 address cultural, historic and traditional resources  
25 including access and the impact that your training will

1 have on the sites and areas that are identified, with  
2 respect to the Honouliuli area in particular.

3 In addition to other concerns such as  
4 environment, precautions must be taken to protect the  
5 Pearl Harbor aquifer which serves a sizeable population  
6 of Oahu Island.

7 For now those are our comments and we hope that  
8 we have a second opportunity to testify publicly.

9 Thank you.

10 (Applause)

11 MS. AKA: Thank you Jalna. James Haley and  
12 then Kalewa Correa.

13 MR. HALEY: You'll forgive me if I don't use  
14 the microphone. I hate hearing myself.

15 MS. AKA: Except that, well, do you want  
16 your remarks put onto the public record?

17 MR. HALEY: Yes I do.

18 MS. AKA: She'll need the microphone to be  
19 able to hear.

20 MR. HALEY: Okay. I represent the Iliahi  
21 Foundation. The Iliahi Foundation is a consortium of  
22 environmental organizations primarily concerned with the  
23 reforestation of the islands with indigenous and endemic  
24 plants. The Iliahi Foundation is also made up and  
25 supported by alumni of one of the local private schools.

1           I personally am a graduate of the Armed Forces  
2 Staff School Reserve Components, Norfolk, Virginia. I've  
3 also done extensive work at the Naval War College.

4           The essence of what I am saying today is that the  
5 insertion of a firing range into the Honouliuli Preserve  
6 is like building a firing range next to a (sic) oil  
7 refinery.

8           The history of Honouliuli is a sordid one. But  
9 to bring you up to date, say, the 1930s, the Civilian  
10 Conservation Corps, realizing that there was a horrific  
11 amount of erosion going on on the eastern side of the  
12 Waianaes, planted eucalyptus trees. Lots of eucalyptus  
13 trees. Primarily they planted *Eucalyptus robustus* (sic)  
14 and *Eucalyptus maculata*. The *Eucalyptus robustus* (sic),  
15 as a matter of interest, is a unique plant in that it  
16 contains turpentine. It contains citronella. And guess  
17 what? Eucalyptus oil. All, all volatile oils.

18           It was *Eucalyptus robustus* (sic) -- and you may  
19 remember the fires of Berkeley and Oakland -- it was  
20 *Eucalyptus robustus* (sic) that fired those fires.

21           I was interested in Mr. Borne's -- is it? --  
22 comments about the realism of the exercises that they're  
23 going to be holding, fire maneuver. Well, if the  
24 exercise is to be of any value at all, it has to  
25 duplicate battle. And the fog of battle is a terrible,

1 terrible thing. Horrible accidents happen during the fog  
2 of battle.

3 And if you're going to have exercises that  
4 duplicate that, you're going to have accidents. And  
5 you're going to cause a fire in the Honouliuli Reserve  
6 (sic).

7 And worst of all he commented about blanks.  
8 Blanks are the biggest cause of fires on a firing range.  
9 I wish I had five dollars that every time a duty detail  
10 got called out to put a fire out on a firing range. If I  
11 had five dollars for every time that happened, I'd be a  
12 millionaire.

13 It is not responsible to try to insert the fog of  
14 battle into the 21st century kind of living that we have  
15 here on Oahu.

16 Just to give you an insight of how fire works,  
17 I've had first-hand experience with forest fires. It's  
18 insidious. If any of you have ever been up there, you'll  
19 see there is underneath the trees a layer of leaves. And  
20 the fire will start and it will not even be noticeable.  
21 It will erode. It will drift along in the leaves  
22 quietly, not even hardly making any smoke, until it hits  
23 an area of heavy fuel and then it erupts. And you have  
24 this immense release of energy.

25 My wife had first-hand experience with a forest

1 fire. She was four miles from the forest fire. And this  
2 incredible heat that goes up carries embers and  
3 everything with it. And because of the way the trade  
4 winds blow, the embers are going to be brought up into  
5 the air, blown down to the southwest right over the city  
6 of Kapolei.

7 I cannot believe that the Campbell Estate had  
8 such little concern about their investment that they  
9 would put it in such jeopardy. Eucalyptus is a  
10 marvelous, marvelous plant. There are millions of 'em up  
11 there in the Honouliuli Preserve where they want to put a  
12 firing range with blanks. That's the worst kind of fire  
13 maker of all.

14 In conclusion, I guess -- I am passionate about  
15 this, if you hadn't noticed already -- but at any rate, I  
16 didn't finish my thought about my wife. She was four  
17 miles away from where the actual fire was going on. She  
18 was on the roof of our house. I wasn't home. She's my  
19 hero. And she was shooting down the roof of the fire.  
20 And the embers were so hot that they were falling down  
21 and blistered her back because she had just a tank top on  
22 when the fire broke out.

23 So it is not without -- outside the realm of  
24 possibility. My scenario will happen one day. And you  
25 cannot insert such a dangerous thing into a tinderbox.

1 Like I said it's like a refinery that they're going to  
2 have surrounding the range.

3 And I guess in closing, Colonel, battle by  
4 itself, you know, involves risks, you know. But I don't  
5 think we really have the need to put so much at risk here  
6 on Oahu when there are other alternatives, the Big  
7 Island, other places like that where the same kind of  
8 thing, the same kind of structure can be constructed.

9 Thank you very much.

10 (Applause)

11 MS. AKA: Kalewa Correa and then Shad Kane.

12 MR. CORREA: My name is Kalewa Correa. And  
13 I have five points and two questions for you folks  
14 tonight.

15 America's enemies are not Hawaii's enemies. Your  
16 wars are not Hawaii's wars. The mere presence of  
17 military here makes the people of Hawaii targets.

18 (Applause)

19 MR. CORREA: The military has a track record  
20 of environmental abuses at Kahoolawe and Makua. And the  
21 U.S. military currently holds over 180,000 acres in  
22 Hawaii. And there is no reason that you guys need to  
23 take any more land.

24 Military personnel, they come here and they leave  
25 after their enlistment period. They never have to live

1 here over a period of time whereas we, the natives, do.

2 My question is, can you guarantee that there will  
3 be no fires in your training areas? And can you not use  
4 land that you already have for your training?

5 And the last thing I have to say is that your  
6 organization promotes violence and death while our people  
7 promote respect of the land and life here.

8 Thank you.

9 (Applause)

10 MS. AKA: We'll take Shad Kane next. And  
11 then I'm going to suggest that we take a five-minute  
12 break -- no, no, please come. After -- after you, yes.

13 MR. KANE: Aloha (greetings).

14 THE AUDIENCE: Aloha (greetings).

15 MR. KANE: Shad Kane. I'm here representing  
16 the Oahu Council of Hawaiian Civic Clubs, and the Oahu  
17 Council of Hawaiian Civic Clubs Committee on the  
18 Preservation of Historic Sites and Cultural Properties.

19 First of all, I also want to point out that I'm  
20 also a Vietnam combat veteran. And it's not something  
21 that I normally talk about, but I kind of feel it's very  
22 appropriate today.

23 In addition to serving several years on the USS  
24 St. Paul, which is one of the only Navy ships that was  
25 hit by NVA shore artillery in the area of the DMZ. I

1 volunteered -- subsequent to that I volunteered to serve  
2 on the rivers of South Vietnam and was assigned to  
3 command a river patrol, Flotilla Five.

4           And our responsibility was patrolling two rivers  
5 south of Saigon which was the Van Quo Tay and Van Quo  
6 Dong Rivers. Assigned to this Flotilla Five, we had a  
7 number of river divisions and one SEAL team unit. Our  
8 primary responsibility was to insert, extract SEAL teams  
9 and troops. Not only U.S. troops, but South Vietnamese  
10 Army, regional forces, popular forces.

11           The only reason why I sharing that is because I  
12 want to make sure we understand that this is not an issue  
13 of loyalty. This is simply an issue of doing the right  
14 thing.

15           The Association of Hawaiian Civic Clubs is made  
16 up of some 42 clubs both here in the islands and some six  
17 clubs on the mainland. Each island has its own  
18 association. I'm sorry, each island has its own council  
19 which is made up of the clubs from that respective  
20 island. Likewise, the mainland council, the mainland  
21 clubs have their own council.

22           In January of 2000, the Oahu Council of Hawaiian  
23 Civic Clubs established the Committee on the Preservation  
24 of Historic Sites and Cultural Properties. And the focus  
25 of this committee was to identify cultural sites all over

1 the island of Oahu, identify those sites, research them,  
2 document, research resources trying to establish the  
3 significance of these ancient Hawaiian sites, and more  
4 importantly, to facilitate and establish partnerships  
5 with the people of those respective areas in an attempt  
6 to take care of these properties.

7           When Kamehameha defeated Kalanikupule, he awarded  
8 the lands of Lihue to a chief by the name of Kanoa.  
9 Lihue are those lands below Pu'u Hapapa and Kalua'a  
10 Gulch and the plains on the Honolulu side of that gulch,  
11 which is the proposed area that the Army is speaking to  
12 us tonight.

13           When Kamehameha died, Ka'ahumanu and Liholiho,  
14 during that period of time they were having problems or a  
15 rebellion on Kaua'i. And Ka'ahumanu and Liholiho sent  
16 Kanoa to Kaua'i and established a new political capital,  
17 and subsequently put down the rebellion on Kaua'i.

18           Kanoa loved his place in the mountains -- Wahiawa  
19 -- so much he made his new political capital Lihue. So  
20 the Lihue in Kauai is named after the Lihue we're talking  
21 about tonight.

22           Back in January, myself, several other of our  
23 Oahu Council Preservation Committee members and  
24 representatives from Nature Conservancy hiked up into the  
25 region below Pu'u Hapapa and Kalua'a Gulch and discovered

1 a number of cultural resources that have never been  
2 documented.

3 We found several elevated platforms 3 feet in  
4 height approximately 15 feet on the side. It appeared  
5 that most of those sites had been previously disturbed.  
6 In addition to that, we found evidence of terracing and  
7 possible habitation structures in association with a damp  
8 river bed.

9 We also found several possible historic objects.  
10 We found two aircraft engines, perhaps around World War  
11 II era. The significance of this is the fact we were  
12 only there for several hours and we only covered a small  
13 area of that property.

14 The question in my mind is what else is in that  
15 valley? Live fire in our opinion would be inappropriate  
16 and irresponsible considering the risk that we're putting  
17 our cultural sites at.

18 When Cook arrived in these islands in 1778, he  
19 documented all the places he visited. And he especially  
20 estimated the numbers of people that were living in these  
21 islands. He estimated some 900,000 people living in  
22 these islands. That was the population of this island in  
23 1990 (sic). By 1890, that number had been reduced to  
24 43,000.

25 The significance of this is because our history

1 was on oral one, we lost most all of our history. And  
2 today the focus of the efforts within the Hawaiian Civic  
3 Club and a lot of other native Hawaiian organizations is  
4 simply to reclaim that history. Lihue represents a  
5 reclamation of that history.

6 So in closing, the Oahu Council of Hawaiian Civic  
7 Clubs and the Oahu Council of Hawaiian Civic Clubs  
8 Committee on the Preservation of Historic Sites and  
9 Cultural Properties oppose any expansion into the area of  
10 Lihue.

11 Mahalo (thank you).

12 (Applause)

13 MS. AKA: We're going to take a five minute  
14 break. And then after the break the first one up will be  
15 Fred Dodge.

16 (Recess)

17 MR. FUKUNAGA: The next speaker is Dr. Fred  
18 Dodge. And after Dr. Dodge, the next speaker is Lii  
19 Anela Wright. So, Dr. Dodge, if you're here, could you  
20 come up please.

21 DR. DODGE: Aloha no (greetings).

22 THE AUDIENCE: Aloha (greetings).

23 DR. DODGE: My name is Fred Dodge. I am a  
24 physician living in -- on the Waianae coast working at  
25 the Waianae Coast Comprehensive Health Center. I've been

1 there now for over 27 years. I first came to Hawaii in  
2 1961. I have a family and we live in Waianae.

3 I'm also a veteran. I served in the Army and I  
4 was in Korea almost half a century ago. A long time.  
5 But as has been said in the past, I also feel that this  
6 is not -- this issue is not a question of patriotism or  
7 loyalty.

8 The first question I would ask the military is  
9 what was asked at the Makua EIS scoping. Where is your  
10 deed?

11 (Applause).

12 DR. DODGE: I will let others go into the  
13 details of that, but I think most people know what we're  
14 talking about here.

15 Also -- I also agree with one of the previous  
16 speakers that this is not truly a scoping hear and you  
17 need to come back when you have more detailed  
18 information. And that was well stated at the Kawananakoa  
19 hearing by attorney David Henkin. And he quoted the  
20 regulations which you weren't following.

21 I would really appreciate detailed maps. I'm a  
22 map person. I want to see a detailed map, not some big  
23 general outline. And I think that was also stated in the  
24 past and I would second that.

25 Regarding Honouliuli Preserve, I understand that

1 there are over 70 endangered species there. And that  
2 includes the out-plantings that the students at Waianae  
3 and perhaps others have been doing for Makua. That's  
4 good. That's well and good that you people are trying to  
5 save them. But now you're putting them in endangerment  
6 again.

7           And I would also agree that fires are a huge  
8 threat. I have been in Schofield quite a few times. I  
9 have been in Makua many times. And the fires in both  
10 places have been very bad. I have pictures of the fires  
11 day and night in Makua. And by the Army's own count in  
12 the 10 years from 1990, no 1989, 1989 to 1998 there were  
13 over 270 fires in Makua alone.

14           I don't know what the count is in Schofield. But  
15 I've been there. And even in your helicopter trip which  
16 you offered us about a year ago or so, maybe longer,  
17 there were at least two fires burning then in your ranges  
18 over there.

19           We need to know the cumulative impacts of this  
20 action, all these actions that you're proposing to take.  
21 And I would include in that what the damage that has been  
22 done at Schofield. That's a big thing. For instance,  
23 the effect on the water, on the aquifer under Schofield  
24 needs to be tested certainly before you start expanding  
25 your training to more pristine areas.



1 DR. DODGE: This is especially true, again,  
2 in newer areas. Leave them alone. Leave them wild.

3 In fact, when you look at Hawaii as an island  
4 state we're small. We're one of the smallest states in  
5 the nation. But we have an enormous percentage of  
6 military. In one reference dated 1995, there were over  
7 212,000 acres either owned, leased or controlled by all  
8 the militaries in Hawaii. I believe that's less now, you  
9 know Barbers Point has been exsessed. But I still think  
10 it's very close to if not over 200,000 acres.

11 And it would seem to me that just looking at the  
12 total picture in Hawaii, we need to be shrinking the  
13 military use of our precious lands, not increasing them.  
14 If you need to increase them, there's a lot of land in  
15 other places, although, again, I would never want to wish  
16 the kind of destruction that goes on here in any other  
17 place.

18 The biggest polluters in the world are the  
19 world's armies and the biggest of the armies is you know  
20 who.

21 Also, I'm sure that somebody will come up again  
22 with the economic argument, "You guys pull out, we  
23 starve." But I think when you talk about the benefits of  
24 the military's presence here, you have to talk about the  
25 costs. And there are enormous costs.

1           Just one comes to mind. That is if you increase  
2 the number of soldiers at Schofield, you're undoubtedly  
3 going to have more prostitution in Wahiawa. It's just  
4 going to happen. Human nature. That's just one  
5 relatively, well, maybe not such a small cost.

6           Lastly, the following is an incomplete, really  
7 partial list of some of the toxins that occur with  
8 military training and the health risks associated with  
9 that training.

10           I also want to quote this small, well, I'll  
11 summarize it, this Military Installations with Toxic  
12 Waste Sites. This is put out by the Physicians For  
13 Social Responsibility. Looking at this list, the Army  
14 has 12 sites, the Navy has 14 and the Air Force has 14 in  
15 Hawaii. And two of those sites, Schofield and Pearl  
16 Harbor Naval Shipyard, are Superfund sites. So I'm not  
17 just talking off my head when I'm talking about this  
18 contamination. It's proven. It's there.

19           I'm just going to go through this real fast. I  
20 know that the hour is growing late. But -- and some of  
21 this I had stated in my testimony at the Makua EIS  
22 scoping -- one of the constituents of munitions is what  
23 they call RDX. I think it stands for Royal Demolition  
24 Explosives. And it's a Class C possible human  
25 carcinogen. That is it can cause cancer. It can also do

1 other things. It can affect the nervous system.

2 TNT is another Class C. And it has adverse  
3 effects on the blood and liver as well.

4 Then there's DNT. Dinitrotoluene. TNT was  
5 trinitrotoluene. And there's different forms of  
6 DNT which I won't go into now. That is classified as a  
7 probable human carcinogen, a group B-2 carcinogen under  
8 the EPA's classification. And it causes tumors in  
9 various experimental animals. And there's good evidence,  
10 as I say, that it's a probable carcinogen for humans, can  
11 cause cancer.

12 The military uses a lot of lead. That shouldn't  
13 be too surprising. Well, lead interferes with blood  
14 synthesis. You can get a severe anemia from it. It can  
15 affect the kidneys, the brain. You can get mental  
16 retardation from it and other things including liver  
17 damage and other central nervous system damage.

18 Well, there are others. There's at least one  
19 other group B-2 that is a probable carcinogen. There's a  
20 chemical known as MCPPE that's the same. Well, anyway, if  
21 anybody is interested I have a whole list of these  
22 things. I just wanted to give a partial list of that.

23 The world is wounded. We know that. I want to  
24 end with a quote from Chief Seattle. In 1854 he said,  
25 "Whatever befalls the earth befalls the children of the

1 earth."

2 Thank you very much. Aloha (farewell).

3 (Applause)

4 MR. FUKUNAGA: The next speaker is Lii Anela  
5 Wright followed by Veronica Kunitake.

6 MS. WRIGHT: Aloha mai kakou (greetings  
7 all).

8 THE AUDIENCE: Aloha (greetings).

9 MS. WRIGHT: My name is Lii Anela  
10 Nakuauokalani Wright. I am kanaka maoli (indigenous  
11 person). This 'aina (land) is my home. My genealogical  
12 connection to this 'aina (land) goes back more than 2,000  
13 years. I'm spiritually connected to this 'aina (land).  
14 And by "this," I am not referring to fondness but to a  
15 specific religious, ethnic and cultural bond.

16 The United States has no connection to this land.  
17 Let's not forget that they illegally occupy Hawaii, an  
18 occupation that began as a terroristic attack when they  
19 illegally landed their troops who marched down to the  
20 Iolani Palace and pointed their guns towards the palace.  
21 This act was done without regards to the monarchy and the  
22 political democracy of my people.

23 Today the military occupies such lands where my  
24 ancestors' iwis (bones) are placed which we have no  
25 access rights. We, the indigenous people, are still

1 connected to the 'aina (land) in a physical, religious  
2 and cultural way that the United States Government still  
3 refuses to acknowledge.

4 The 'aina (land) is my kua'ana, my elder sibling.  
5 And as a kanaka maoli (indigenous person), I am taught to  
6 malama or care for my elder. The United States uses the  
7 resources of this land, kanaka maoli (indigenous persons)  
8 land, to assist them in their imperialistic attempts to  
9 dominate and assimilate the world.

10 As the United States continues to wage war  
11 against other countries, the land in Hawaii is  
12 continuously bombed, polluted and destroyed to the point  
13 where the land is no longer livable.

14 And let us not forget that it is this same  
15 military occupancy that makes Hawaii an obvious target  
16 for strategic attacks by opposing peoples.

17 (Applause)

18 MS. WRIGHT: So if you think they're here to  
19 protect you, they're not. The freedom, liberty and  
20 justice for all that they speak of includes me and my  
21 people, the kanaka maoli (indigenous persons). It is, in  
22 fact, a bogus promise to shield the fact that you, and I  
23 mean the United States of America and its military  
24 forces, only want my land and my compliance.

25 In closing, I have one last thing to say. In the

1 words of long-time Hawaiian and human rights activist  
2 Haunani-Kay Trask, "We are not Americans. We will never  
3 be Americans. We will die as Hawaiians. So stop the  
4 killing of our people and our land."

5 Mahalo (thank you).

6 (Applause)

7 MR. FUKUNAGA: Veronica Kunitake is the next  
8 speaker followed by Pauline Sato.

9 MS. KUNITAKE: Aloha mai kakou (greetings  
10 all).

11 THE AUDIENCE: Aloha (greetings).

12 MS. KUNITAKE: My name is Veronica Kapuahau  
13 Kunitake. I'm not an indigenous Hawaiian nor do I claim  
14 to be Hawaiian. But I am an educated woman. I'm  
15 assuming that you are too and that you are capable of  
16 making intelligent and unbiased decisions.

17 So being the educated -- the educated individuals  
18 that you are, you must undoubtedly know and acknowledge  
19 that Hawaii is an independent nation which is currently  
20 being subjected to the United States' control through  
21 military force. Otherwise this subject would not even be  
22 an issue as Lii Anela has suggested.

23 The illegal occupation of Hawaii is a historical  
24 accurate fact as historically documented by U.S.  
25 President Cleveland's writings and the Blount Report

1 following the illegal and terroristic annexation of  
2 Hawaii in 1893 by 13 foreign businessmen and the  
3 assistance of the United States military.

4 When Hawaii conveniently disappeared from the  
5 United Nations' list of territories and colonies,  
6 preceding statehood, the U.S. was and remains in breach  
7 of their original agreement with the government of  
8 Hawaii.

9 By this I'm referring to the Kingdom of Hawaii  
10 and the U.S.'s responsibility to return Hawaii to the  
11 queen. The indigenous and ethnically diverse people of  
12 this land, the native Hawaiians, otherwise known as the  
13 kanaka maoli (indigenous persons) still await this  
14 return.

15 Please understand that this does not include the  
16 subjects of Hawaii of foreign descent such as my family.  
17 But this being said, I'm against the military's proposed  
18 purchase of land on Hawaii and on Oahu. And why?

19 One. The purchase of such land only continues to  
20 perpetuate the illegal occupation of Hawaii with  
21 disregard to the dispossessed tenants and owners of this  
22 land.

23 Two. The military's record proves their  
24 disregard of environmental concerns and regulations.  
25 Also this bid for land suspiciously coincides with the

1 re-evaluation of former Superfund sites here on the  
2 island of Oahu, such as Pearl Harbor and Schofield  
3 Barracks, that is listed on the Superfund's web site.

4 Three. I do not see any need for the military to  
5 attain new lands. The military has already proved that  
6 they cannot take care of the land they currently occupy.  
7 What is apparent is the continued manipulation of the  
8 military in order to maintain military control in the  
9 Pacific and in world.

10 Just look at their history. In World War II,  
11 they took the lands at Makua, Makua Valley. Then Puuloa  
12 in Pearl Harbor, Lihue, Schofield Barracks, Mokapu at the  
13 Kaneohe Air Base, to name a few.

14 Then during Vietnam, the military seized  
15 Pohakuloa. I have not even mentioned Lualualei or  
16 Kahoolawe. Is the military now to take these lands under  
17 the same terms using war as a justifiable means to  
18 increase their stronghold? They already did so at Makua  
19 immediately following 9/11. So what's next after this?

20 The military needs -- well, the military's needs  
21 will never be satisfied. And I'm sorry, I believe you  
22 called it military necessity for agility.

23 No. I say no to the military. And if you think  
24 that this will benefit your community or someone else,  
25 ask yourself these questions. Where are the health

1 reports for people in towns located at and near current  
2 military bases?

3 What are the disease rates for cancer there, or  
4 contamination rates of land and water?

5 How many people move after the military's  
6 installed in their neighborhood?

7 And, are you willing to grant the military this  
8 and other leeway at the cost of the inhabitants of this  
9 area?

10 The information you provided is not enough. And  
11 your power points are meant to play off of the fear in  
12 the wake of 9/11. Don't do this or you will only have  
13 regrets.

14 Because whether you are an indigenous Hawaiian, a  
15 non-native subject of Hawaii, a citizen of the State of  
16 Hawai'i or the United States, regardless, please remember  
17 three things.

18 One. The land legally belongs to the native  
19 Hawaiians and should be returned.

20 Two. Once the military is through with this  
21 land, if ever, will it be habitable or will they leave us  
22 with a severely contaminated land base?

23 And finally, if the military or the state or the  
24 community councils are making any promises to you, just  
25 think about their history. What is their record? When

1 have any of them ever come through on their promises?

2 So I ask you to think. Do not be afraid to raise  
3 your voice as I was. And do not let the military or the  
4 media confuse the issue at hand as they enjoy doing.  
5 This is not an issue of race. It is an issue of  
6 government.

7 Thank you.

8 (Applause)

9 MR. FUKUNAGA: Next speaker is Pauline Sato  
10 followed by Aarin Correa.

11 MS. SATO: Aloha (greetings). My name is  
12 Pauline Sato and I'm the Director of the Oahu Program of  
13 the Nature Conservancy. And we are a private non-profit  
14 conservation organization.

15 We're focused on protecting what we call  
16 biological diversity on earth by protecting the places  
17 that these species need to survive.

18 I want to just start off by saying that we've  
19 been making public comments at all of the scoping  
20 meetings and want to acknowledge that the Army has  
21 considered changing their initial proposed acquisition  
22 near our preserve. And though nothing is obviously  
23 final, we do appreciate hearing their response to not  
24 only our concerns but the public's concerns.

25 So I think we are moving in positive steps. So I

1 appreciate that. But my comments were previously  
2 written, so I just wanted to share that with all of you  
3 to know where we're coming from and what we have been so  
4 concerned about.

5 Our concerns are for the Honouliuli Preserve  
6 specifically proposed as use for small-arms qualification  
7 range. Just as background, the preserve extends for  
8 about 3,700 acres along the southern Waianae Mountains  
9 and down the east slope above Makakilo and Kunia. And at  
10 its northern end, it is adjacent to Schofield Barracks.

11 And because Honouliuli contains more than 70 rare  
12 and endangered species and some of Oahu's last remnants  
13 of diverse native ecosystems, the Estate of James  
14 Campbell granted the conservancy a long-term conservation  
15 lease of the preserve. So we are not the landowner.  
16 We're managing the lands on behalf of the Campbell  
17 Estate.

18 Protection of rare species and the native forest  
19 in which they live is our number one concern. In 2001,  
20 Honouliuli Preserve in its entirety was designated as  
21 critical habitat for the Oahu 'elepaio, an endangered  
22 native bird.

23 And soon, in about a couple weeks, the preserve  
24 will be proposed for a critical habitat for endangered  
25 plants. And, in addition the area of the preserve which

1 had been identified for acquisition overlaps with areas  
2 in the Makua implementation plan.

3 And as Mr. Kane mentioned, there are Hawaiian  
4 cultural sites in the preserve which have not been fully  
5 identified or documented.

6 Since 1990, The Nature Conservancy has worked in  
7 Honouliuli. And we estimate we've spent about two and a  
8 half million dollars to conduct resource management and  
9 community outreach activities at Honouliuli. And for the  
10 past three years, this work has been concentrated in the  
11 northern part of the preserve due to the higher chance of  
12 species survival and also ease of access into the area.

13 And so this is the area that we have all been  
14 talking about earlier, the Kalua'a-Lihue area.

15 Earlier this year we completed a 110-acre fence  
16 in this area to preserve -- of the preserve to exclude  
17 pigs because pigs are one of the threats to some of the  
18 very rare and endangered snails and plants. And so the  
19 fence was built through a grant from the U.S. Fish and  
20 Wildlife Service. And through that agreement, we must  
21 maintain follow-up management of this fenced area for at  
22 least 10 years.

23 And in the near future we hope, if we have  
24 funding and agreement, to fence an area near Pu'u Hapapa  
25 which is on the top slopes of this area to protect one of

1 the most healthy populations of the -- of rare and  
2 endangered tree snails remaining on this island. So I  
3 say it's healthy but there's only a few of them left.  
4 But as far as what's left on Oahu this is one of the best  
5 places on this island. And because these species are  
6 unique to Oahu, the best places on earth.

7 The threats to Honouliuli Preserve include wild  
8 fire, as you've heard, animals such as feral pigs,  
9 invasive weeds and human disturbance. A consistent and  
10 intensive management in the form of fencing, weed  
11 control, planting of native trees, like was mentioned  
12 earlier, by volunteer staff and students including many  
13 from Waianae High School, a seed collection is required  
14 to protect the area's many rare and endangered plants and  
15 animals and to restore the native Hawaiian forest.

16 And for these reasons the conservancy has  
17 specific concerns about the size of the acquisition, the  
18 types of training that might occur and the resulting  
19 impact on access to these areas, erosion and wildfires.  
20 And we also have concerns about the spread of weeds and  
21 damage to restoration areas.

22 The Nature Conservancy does recognize the U.S.  
23 Army as an important and valued conservation partner in  
24 Hawaii. I'm not sure if many people are aware of your  
25 natural resources program which is the largest program,

1 actually. And they are doing a really good job in the  
2 areas that they manage. So we do appreciate that. We  
3 want to work together to find a way to accommodate the  
4 Army's training needs without damaging the important  
5 natural and cultural resources at Honouliuli.

6 And so, finally, for those of you who are  
7 interested in learning more about this place called  
8 Honouliuli, I have copies of a booklet that was recently  
9 produced. And it includes mention of Lihue which Mr.  
10 Kane had mentioned. And they're in the back of the room  
11 s you're welcome to have a copy if you'd like to learn  
12 more.

13 I thank you very much for this opportunity to  
14 comment.

15 (Applause)

16 MR. FUKUNAGA: We have about 11 more  
17 speakers to go. Let me offer this to you again. We said  
18 earlier that we have another court reporter who is in the  
19 back room. Actually, she's out here right now. But if  
20 any of you want to give your testimony in the back room  
21 and have to go early, you can now raise your hand or go  
22 over there to the court reporter. This is just an option  
23 for you in case you want to give your testimony and leave  
24 earlier than the time that is nine o'clock right now.

25 Okay, the next speaker is Aarin Correa followed

1 by Jasmine Branco.

2 MS. CORREA: Aloha (greetings).

3 THE AUDIENCE: Aloha (greetings).

4 MS. CORREA: My name is Aarin Correa. I'm a  
5 resident of Kaneohe here on Oahu.

6 With no current boundaries available to us for  
7 the projected effects of this expansion on Honouliuli  
8 Preserve, I can't comment in detail on it now, but I  
9 respectfully join in the request for more detailed  
10 information.

11 My main concern is the nature of the Army's  
12 commitment to the people and the land of Hawaii during  
13 this crisis and afterwards. I'm concerned over the  
14 safety of the irreplaceable natural resources of these  
15 islands, the quality of our water, our soil, our native  
16 species and our cultural history. These things are  
17 irreplaceable and cannot be overlooked for short-term  
18 goals of anyone.

19 It is the people of Hawaii who will be left with  
20 the repercussions of the Army's chosen expansion. This  
21 place and its people have sustained many abuses. But  
22 they grow impatient with decisions that ask them to  
23 sacrifice for others. I urge you to proceed wisely.

24 As a resident, I am against the purchase,  
25 acquisition or taking of any additional lands in Hawaii.

1 Thank you.

2 (Applause)

3 MR. FUKUNAGA: The next speaker is Jasmine  
4 Branco followed by Marion Kelly.

5 MS. BRANCO: Aloha kakou (greetings all).

6 THE AUDIENCE: Aloha (greetings).

7 MS. BRANCO: My name is Jasmine Kanelehua  
8 Branco. I am born and raised in Hilo on the Hawaii  
9 Island, therefore, your issues that you choose to  
10 initiate on the Hawaii Island are of particular interest  
11 to me naturally.

12 As Christians, we believe God's creations are  
13 good. And we, as humans, as God's creations, are good.  
14 We each care, emote and feel. And this issue that we're  
15 presented with by you tonight is, in a sense, a challenge  
16 to your goodness and your humanity.

17 As Lii Anela has quoted, we kanaka maoli  
18 (indigenous persons), we are not American and we will  
19 never ever be American. Yet we cared, we felt and we  
20 emoted when you Americans suffered on September 11th.  
21 The fear, sorrow, pain and anger that you felt due to the  
22 terroristic -- the individual terroristic acts that  
23 occurred on September 11th, 2001 was felt by each of us  
24 kanaka maoli (indigenous persons). Yet that individual  
25 terrorist act mirrors the state terroristic act that you

1 Americans committed to our people on January 13th --  
2 excuse me, January 14th, 1893 when your troops landed on  
3 Oahu.

4 (Applause)

5 MS. BRANCO: Where you lost American lives  
6 in your federal building and your economic buildings were  
7 raped and desecrated, so was our queen, so was our land,  
8 so was our nation, so was our lives.

9 (Applause)

10 MS. BRANCO: Knowing that you continue to  
11 rape our land, rape our nation, rape our people, how can  
12 you, as humans, possibly sleep at night? That's my only  
13 question.

14 Mahalo (thank you).

15 (Applause)

16 MR. FUKUNAGA: Marion Kelly followed by Kit  
17 Glover.

18 MS. KELLY: Aloha (greetings).

19 THE AUDIENCE: Aloha (greetings).

20 MS. KELLY: I come here tonight because of  
21 the connection with the people of Nanakuli. My  
22 connection with them dates back to the 1960s when I  
23 recorded the life stories of many families who told me  
24 about their extreme difficult and painful experiences  
25 before they were awarded a lot at Nanakuli homestead in

1 the 1930s and another group in the 1940s. They literally  
2 had no place to live up until that time.

3 Even after receiving a homestead lot, each family  
4 had to build its own house. In the meantime, many people  
5 used whatever wooden crates they could find. There was  
6 no water piped to their houses. There was no  
7 electricity. They used kerosene lamps and stoves. They  
8 had to get water from a single faucet down by the main  
9 road and carry it back in buckets, back to their home.  
10 I'm sure that many people at this meeting tonight know  
11 what I'm talking about.

12 One thing that contributed to the lack of housing  
13 for the Hawaiian people is that the United States  
14 military, soon after annexation, took of its own use  
15 approximately 25 percent of all the land on Oahu. This  
16 makes for a very difficult meeting to come to you and  
17 tell you that you can take more land. You can't do that.

18 The land that the U.S. military took was land of  
19 the Hawaiian Kingdom which was stolen by the Americans,  
20 Sanford Dole and his sugar plantation owners and friends.  
21 They took over the Hawaiian Kingdom government with the  
22 help of the U.S. Marines as was said here earlier tonight  
23 by several others. And they later turned over to the  
24 United States the lands of the Kingdom of Hawaii that  
25 they had stolen from the Hawaiians. Both the Hawaiian

1 government lands and the crown lands were stolen by Dole  
2 and his gang. They did not buy them. They did not pay  
3 for them. They stole them.

4 Then in 19 -- in 1898, they turned around and  
5 used the approximately 2.4 million acres as bait so that  
6 the United States would annex the Hawaiian Islands  
7 against the wishes of the Hawaiian people.

8 You will remember the monster petition that had  
9 been signed by over 38,000 Hawaiian citizens who told the  
10 U.S. Congress that the citizens of the Kingdom of Hawaii  
11 were against annexation by the United States. As a  
12 result, the United States Senate failed to annex. But  
13 President McKinley ignored the U.S. Constitution and took  
14 over the Hawaiian Islands anyhow.

15 Why did Dole and his gang do that? Their excuse  
16 for pulling off this dastardly deed -- stealing the land  
17 and turning it over to the United States -- was so that  
18 the sugar plantations would not be charged an import tax.  
19 You know this is right. Money, that's the bottom of it,  
20 for sending their sugar to the United States for  
21 processing and sale.

22 If Hawaii was made part of the United States,  
23 they said, and not an independent country, that meant  
24 that the sugar plantations in Hawaii would not have to  
25 pay an import tax to ship their sugar to the United

1 States and they'd be able to make more money off the sale  
2 of their sugar. And their sugar was growing on the land  
3 of the Hawaiian people, the government land and the ceded  
4 -- the lands that they ceded eventually to the United  
5 States. This is the land that they made their money on,  
6 the land of the Hawaiian people.

7 As we know, they indeed did get very wealthy at  
8 the expense of the citizens of the Hawaiian Kingdom who  
9 were forced, against their will, to give up their  
10 independence, to give up their independent government and  
11 giving up their land that was theirs, 2.4 million acres.

12 Another aspect of the U.S. government taking over  
13 the lands of the Hawaiian Kingdom is that the U.S.  
14 government knew that they did not have title to the land.  
15 The Dole -- the Dole government gang did not own it, they  
16 had stolen it, and therefore the U.S. government knew  
17 that it was not theirs to own either. You don't own  
18 something that's been stolen.

19 Anything that is stolen must go back to the  
20 rightful owner. No one, nor can a government, claim  
21 ownership to anything that has been stolen from someone  
22 else or from another government. So the U.S. government  
23 could only take over the use of what land they had for  
24 military posts in the Hawaiian Islands, including Pearl  
25 Harbor, and they placed the remaining lands in a trust

1 because they knew they didn't own it. That's where it  
2 is.

3 So then, against the will of the Hawaiian people,  
4 the Hawaiian Islands have been made a colony of the  
5 United States occupied by the U.S. Army, their Navy,  
6 their Marines, their Air Force. So what do they want to  
7 do next? What is this transformation? They admit they  
8 don't know. Of course they say we could plan this, could  
9 plan that. We don't know.

10 Already, I have seen a plan to take over another  
11 thousand acres of land on the other side of the Waianae  
12 range for a firing range. Outrageous. That has been  
13 spoken about earlier today so I'm not going to talk about  
14 that one.

15 But in Makua Valley, the experience that we have  
16 had with you folks, not you, but the United States  
17 military -- yeah, I'm not going to summarize. I'm going  
18 to finish this.

19 (Applause)

20 MS. KELLY: The valley used to have heavy  
21 growth of trees and bushes, many of which were native  
22 species. Today, all that you see is foreign introduced  
23 molasses grass that ignites at the slightest chance when  
24 those hot tracer bullets are used in their fake battles.

25 You know, at this moment we're considering the

1 U.S. military transformation plans. If you look up the  
2 word in the dictionary, it says, "To act or operate in  
3 changing the form." It also adds "external appearances;  
4 change in form, appearance, nature, disposition,  
5 condition, character."

6 This is impossible for the United States Army to  
7 change its character. All it is doing is the same. It  
8 wants more land, it wants more of our land here in this  
9 state -- in this independent nation of Hawaii, and we are  
10 looking for a real change. We're asking you to really  
11 change. I know this is going to take time, with dead  
12 brain leader at the helm. It will be a while before the  
13 proper international trail can be located. So I am  
14 pressed to provide a task that I believe will not take  
15 very long to accomplish.

16 Number one. After Makua and adjacent valleys are  
17 cleaned up, which is what I expect the military to do in  
18 order that the land be made habitable again, these  
19 valleys should be returned to the Hawaiians and the  
20 military must leave the valley.

21 In addition, the kuleana (native tenant award)  
22 lands that the U.S. military took over and evicted the  
23 residents, these people must be given back their lands.  
24 The families must be given back their lands. And these  
25 were kuleana (native tenant award) lands that the

1 military used for 60 years and they should pay for them.  
2 You should give the lands back and pay the families for  
3 having used them for 60 years.

4 (Applause)

5 MS. KELLY: Now the military is supposed to  
6 make some changes in its organization. I don't  
7 understand what these changes are. I really don't see  
8 any changes. It's just expand, expand, expand.

9 Now I'll tell you what change you can make. You  
10 can give back Lualualei Valley after you fix it up. That  
11 was Hawaiian Homestead land. That was for the Hawaiians,  
12 and you guys took it. You've got to give it back. Clean  
13 it up. Take all that junk out that you've got in there  
14 and clean it up and give it back to the Hawaiians.

15 You know, talk about -- talk about greed. The  
16 United States military is one of the greediest  
17 institutions in Hawaii. One of the fairly recent things  
18 that the United States -- the Makua Valley of course -- I  
19 shouldn't speak about Makua. Others have spoken about it  
20 before.

21 I would just like to say one more thing. And  
22 that is that during the 1970s, I did research on Makua  
23 Valley and I must tell you something about the population  
24 of Makua Valley before you ever got there. The pre-  
25 European population of Makua Valley is estimated to have

1       been about 312 to 375 people. Under the Kuleana Act of  
2       1850, over 200 acres had been awarded in the valley;  
3       Makua, Koiahi, Kahanahaiki and Keawaula.

4               Some of the kuleana (native tenant award) of the  
5       people who lived in Makua and in adjacent valleys were  
6       take away before the military took over the valley. Most  
7       of the kuleana (native tenant award) had been claimed by  
8       Samuel Andrews who had the lease from June 25, 1875 to  
9       1910. And then claimed also -- now because they claimed  
10      them doesn't mean that these guys owned them. Lincoln  
11      McCandless also took over the valley. And by 1908,  
12      McCandless had claimed ownership of kuleana (native  
13      tenant) awards that included over 148 acres. He  
14      registered this land as his as well as an additional half  
15      interest in three or four others.

16              But to register as an owner of land does not  
17      necessarily mean that you actually own the land.  
18      Therefore, those kuleana (native tenant award) owners,  
19      their families who still own land in Makua, took over the  
20      valley -- when the military took over the valley were  
21      evicted. These families should have their kuleana  
22      (native tenant award) lands returned to them and be paid  
23      for them for 60 years of use.

24              Thank you very much.

25                      (Applause)

1                   MR. FUKUNAGA: The next speaker is Kit  
2 Glover followed by Melva Aila.

3                   MS. GLOVER: Aloha ahiahi (good evening).

4                   THE AUDIENCE: Aloha (greetings).

5                   MS. GLOVER: Before I start, it's my  
6 understanding that the Campbell Estate is going to  
7 dissolve in 2007, and they are the ones that are even  
8 considering this. Is there anybody at this meeting from  
9 the Campbell Estate? Thank you.

10                   Most of the people that I've known in the  
11 military have spent most of their lives living on  
12 continents. It may be understandable then that it's  
13 rather difficult for people from and of the military to  
14 really understand the feeling of being born and brought  
15 up and living and planning to live forever on an island.

16                   The global warming that has been occurring  
17 recently has even eliminated one island as a future place  
18 to live. The land on islands is getting diminished.  
19 It's not expanding. There's not infinite space on  
20 islands.

21                   I would suggest that the concept of a peaceful  
22 world demands sustainability. On islands, any land that  
23 can be used to grow food, therefore, is extremely  
24 precious for that purpose. In this particular island,  
25 those of us who have very stressful jobs find it really

1 necessary to preserve our sanity and our souls to get out  
2 into the natural world.

3           The horseback riders, the bicyclers, the hikers  
4 have all been denied access to areas increasingly in the  
5 past 10 or 20 years. The areas that are more wild are  
6 very important and irreplaceable. You can't get the same  
7 soul lifting by going to the mall.

8           As people transition in our individual lives from  
9 childhood to adulthood, there is one major change that  
10 takes place. If you think about how children act and how  
11 they view the world, it's more what's happening right  
12 now. When we become adults, we learn to think from cause  
13 to effect. We learn to do abstract thinking, train to  
14 see what are the results of our actions.

15           If we think about it, I can't think of anything  
16 that I've ever done in my life, and I bet you that you're  
17 in the same position, where I haven't imagined it  
18 happening before I was able to accomplish it.

19           I have been told by friends who have had military  
20 families that the military training does teach  
21 respectfulness and responsibility to one's job, that  
22 people who are even in the families of -- military  
23 families, when they are employed they are responsible  
24 employees in their individual jobs.

25           My plea tonight then is to think of all of the

1 places in the world where there have been military. I  
2 don't think any of them has been cleaned up yet. Let's  
3 be adults. Let us try to imagine what a peaceful  
4 sustainable world will be like. Let's think about this  
5 in detail.

6 How can the military equipment that is such fun  
7 for the soldiers to use, how can it be used to build a  
8 better world, a peaceful world, a sustainable world?

9 Thank you.

10 (Applause)

11 MS. AMARAL: Thank you, Dr. Glover. Melva  
12 Aila followed by William Aila.

13 We still invite those of you that wish to, to  
14 give your testimony or comment in the next room if you  
15 want to leave early.

16 Aloha (greetings) Melva.

17 MS. AILA: Aloha. My name is Melva Aila.  
18 I've lived in Waianae all of my life.

19 The transformation EIS should include studies of  
20 all impacts, studies of cumulative impacts to the soil,  
21 ground water, oil, noise, run-offs, and cultural sites  
22 should be done for all ranges throughout the islands.

23 All of the above is very important, but the  
24 groundwater would be my top priority. Will the  
25 groundwater under Schofield range contaminate the Pearl

1 Harbor aquifer? The Pearl Harbor aquifer is one of our  
2 main water source for our island.

3 You need to provide a plan and schedules to  
4 access cultural sites on all of the ranges. Cultural  
5 surveys should be done, surface and subsurface. All  
6 cultural surveys of the area should be done with  
7 consultation with the Hawaiian Civic Clubs and Ahupua'a  
8 Councils in that area. Complete oral histories should  
9 also be done.

10 How will all the cultural sites and burial sites  
11 be protected? A cleanup plan for the unused areas should  
12 be done.

13 Honouliuli Preserve is a critical habitat to  
14 endangered species and it should be left alone. It does  
15 not make any sense why the Army wants to use those lands  
16 to train.

17 In my closing, I feel the Army has too much land  
18 already. They shouldn't be allowed to expand. They  
19 should clean up the lands that they have control of and  
20 take their training to the continental United States.

21 (Applause)

22 MS. AILA: Remember, we live on an island  
23 surrounded by water. Hawaii is our paradise, not the  
24 Army's.

25 Mahalo (thank you).

1 MS. AMARAL: Mahalo (thank you). William  
2 Aila followed by Luwella Leonardi. Aloha (greetings).

3 MR. AILA: No need summarize yet. Aloha  
4 ahiahi (good evening).

5 MS. AMARAL: Not yet.

6 MR. AILA: And I going to apologize to you  
7 now because I not going summarize. Kala mai (pardon me).

8 My name is William Johnson Aila, Jr. for the  
9 record. I have lived on the Waianae coast all my life.  
10 My genealogy goes from the Waianae coast to Paalaa to  
11 Kawaihaipai to Kaena to Kealia and also to the Hawaii  
12 Island moku (island).

13 Before I start, I think Aunty Marilyn - Mary, you  
14 did a great job but, you know, history is too  
15 complicated. So let me try and simplify it for these  
16 guys.

17 Let's make believe for a second that my name is  
18 Samuel (sic) Dole and I represent the Committee of Safety  
19 and this is the 'aina (land) and I steal the 'aina  
20 (land). And, Colonel Rodney Anderson, you represent the  
21 United States and I offer you this 'aina (land). And you  
22 say no, which is what the Senate did once. And I wait a  
23 year, and then I go back to you and I say, "Rodney, you  
24 represent the United States, please take this land," and  
25 you say no. Why? Because 38,000 Hawaiian citizens came

1 to you and said it's not a good idea. We don't like it.

2 So I wait a few more years. In the meantime, the  
3 presidents change. We go from Cleveland, who was an  
4 honorable guy, to McKinley, who was not such an honorable  
5 guy, and who I will remind you what goes around comes  
6 around. For you students in the back there, McKinley was  
7 assassinated. What goes around comes around.

8 When McKinley comes in, he listens to a general  
9 named Schofield -- does anybody recall that name,  
10 Schofield? And an admiral named Brown, because the  
11 admiral wanted Pearl Harbor.

12 And they take this 'aina (land) and they say,  
13 "Rodney, we have to expand into the Pacific. You know  
14 why? Because the Spanish are there. The Spanish are  
15 taking the Philippines, they're taking Guam. They're  
16 gonna get a foothold in Asia and we -- we need to stop  
17 that."

18 And finally Rodney gives in, the United States  
19 gives in, and takes the land. The land was stolen. Till  
20 today it remains stolen. It doesn't matter that it was  
21 refused two times and accepted on the third time. The  
22 United States Senate never ratified a treaty of  
23 annexation. There was never a plebiscite. There was  
24 never an agreement by the citizens of the Kingdom of  
25 Hawaii to give up this land.

1           Rodney, I want you to understand that because  
2 you've been here for many years and I don't think that  
3 you do. So I think tonight enough people said that. I  
4 hope everybody at that table understands that.

5           Jeanne, you're an attorney. Go back, do some  
6 research. Check the Constitution. It still says - it has  
7 never been amended -- only the Senate of the United  
8 States can ratify a treaty of annexation. Until today,  
9 that hasn't occurred. So stop making believe and let's  
10 deal with the reality. Let's solve that problem that  
11 happened a long time ago.

12                           (Applause)

13           MR. AILA: Rodney, this is not personal but  
14 you are not my Army. Based on what I just told you --  
15 and we agreed to disagree. We've had this discussion  
16 before -- the institution that you represent is not my  
17 Army. Okay. Let's get that straight. I still like you  
18 as a person, though, even though you wear that uniform,  
19 because you're a good person. Don't take this personal.

20           Okay. Getting to the meat of the matter, because  
21 that was the foundation, yeah. Everything flows from the  
22 foundation. This is not a scoping session. I believe  
23 Fred said it. Based on Federal Register, Friday, March  
24 29th, 2002, the fact that you do not have all the  
25 alternatives, the fact that you do not have specifics is

1 in violation of your own Army Regulation 200-2. For the  
2 record, I think you need to acknowledge that.

3 Ron, I think I heard a little bit of  
4 acknowledgment at the end of your presentation. I kind  
5 of heard you say that what's taken into account tonight  
6 will be in compliance. As it's presented now, it's not  
7 in compliance. If you want to do it right, have more  
8 scoping sessions when you have more specifics.

9 (Applause)

10 MR. AILA: Transformation and the  
11 alternatives that are offered here -- there's three  
12 alternatives if you look at the Federal Register. One is  
13 transforming in the way that he described. Two is  
14 transforming with the existing ranges, which is  
15 impossible. And three one, no transformation. That's  
16 also close to impossible because we have been told that  
17 if the Army doesn't transform in Hawaii it will leave.  
18 Many of us don't have a problem with that.

19 (Applause)

20 MR. AILA: Having said these two things, and  
21 because I know you're not going to listen -- that has  
22 been the history of Hawaiian people and its relationship  
23 with the United States -- I will confer that this is an  
24 informational meeting and I will give you some  
25 information.

1           You talked about multi-purpose ranges. It's  
2           amazing that just a year ago, Ron -- and don't take this  
3           personal because we have this relationship too that we  
4           can agree to disagree -- multi-purposes ranges, it's the  
5           way to go, it's the future. But less than a year ago,  
6           when we asked you that about Makua, it wasn't even the  
7           realm of reality. All of a sudden it is. So you know  
8           what? Let's do a multi-purpose range. Let's take the  
9           guys that are training at Makua now and let's train them  
10          at your multi-purpose range in Schofield. Give Makua  
11          back.

12                           (Applause)

13                   MR. AILA: Clean it up first.

14           Okay. Let's talk about real alternatives. The  
15          real alternative is, you know what? Many of you don't  
16          know that the 25th Infantry is made of three brigades.  
17          One brigade, the 1st Brigade, is already at Fort Lewis,  
18          Washington. It's already undergoing transformation. And  
19          why is it there? It's there because it's cheaper to be  
20          there. Following that logic, the 2nd Brigade should go  
21          there because it's cheaper and they have their ranges.

22                           (Applause)

23                   MR. AILA: Ron, I know you don't like to hear  
24          that one but that has to be an alternative.

25                   George, you're in charge of writing it up.

1 That's got to be addressed. You know what? The land  
2 ownership, the deed thing, that certainly has to be  
3 addressed. Because you know what? Anything built on a  
4 shaky foundation falls. If it doesn't fall within my  
5 lifetime, I'm real encouraged that there's a bunch of  
6 young kids back there. If not in their lifetime, then  
7 their childrens lifetime. A shaky foundation, it's going  
8 to fall eventually.

9 (Applause)

10 MR. AILA: Tonight, there's no information  
11 provided on transformation except using existing ranges.  
12 The reality, once again, is that alternatives two and  
13 three are not really alternatives. If you go forward  
14 with this, all studies have to be conducted in  
15 conjunction with both Makua and transformation as they  
16 relate to each other and as they relate to each other as  
17 options. Okay.

18 And you must consider cumulative impacts.  
19 Cumulative impacts. Cumulative impacts. I say that  
20 three times because sometimes you got to say things three  
21 times before people get it. I'll say it one more time.  
22 Cumulative impacts. That means from day one when you  
23 arrived, the institution, the U.S. Army arrived, what has  
24 been the impacts on Hawaiians and non-Hawaiian citizens,  
25 to the ground, to the groundwater, to the air in which I

1 breathe and my children breathe?

2           You must provide us with -- because you're going  
3 to leave and we have to deal with the 'opala (trash)  
4 that's left -- you must provide us with the information  
5 that we need in order to make good decisions. What are  
6 the chemical constituents of concern that you're  
7 introducing either in these bombs, in these blanks?

8           You know, my hat's off to you, sir, for saying  
9 the truth that blanks cause fires. Blanks also cause  
10 accidents. Blanks release -- release into the  
11 environment chemical constituents. So what is the  
12 universe of these chemical constituents? How do they  
13 interact with each other? How do they affect me? And  
14 not based upon some guy living in Kansas eating one can  
15 of tuna per month because I eat a heck of a lot more fish  
16 than that one guy in Kansas eating that one can of tuna.  
17 So you have to change and think outside the box in how  
18 you assess these impacts on us because we are not like  
19 any place else in the United States.

20           Then you have to describe for us how these  
21 chemicals react with each other. Because I don't know  
22 what the impact is of pouring gasoline in a hole in  
23 Makua, throwing unexploded ordnances in there and then  
24 blowing it up. You have studies showing this unexploded  
25 ordnance has this impact, this gasoline has this impact,

1 but nobody has any data that shows what is the impact of  
2 these two things interacting in the soil, in the water.  
3 And we need to know because we are going to drink that  
4 water. You may make believe that nobody is drinking the  
5 water but we will have to drink that water. Okay?

6 Army training near Honouliuli is unacceptable.  
7 That's common sense. You don't train or you don't impact  
8 an area that has the highest percentage of endangered  
9 plants and animals in Hawaii.

10 Laurie, I'm real disappointed in these guys.  
11 Please raise your hand, Laurie, because I want everybody  
12 to identify that you are archaeologist and you deal with  
13 the cultural impacts. I asked for this at the  
14 Kawanakoa hearing and it hasn't happened. To me, once  
15 again that shows that you guys are not serious about  
16 native Hawaiian cultural impacts. If you were, Laurie  
17 would have been up there with you.

18 I see some environmental people. You know what?  
19 There's this great misunderstanding about the environment  
20 in Hawaii. You know what? The environment in Hawaii,  
21 without Hawaiians, is no environment. It's kind of like  
22 that pile of rocks. You know, it's not just the pile of  
23 rocks. I don't know how many times I have to say it to  
24 how many people, all the colonels, all the majors in the  
25 audience. It's not just a pile of rocks. We are part of

1 the environment. You cannot separate us. You cannot  
2 compartmentalize us. You have an impact on us.

3 An example of an impact. When you make me take  
4 down two ahus (ritual altars) that are put up for  
5 Makahiki (ancient annual festival) and for other things,  
6 you impact me. You also frustrate the hell out of me  
7 because the areas that we built the ahus (ritual altars)  
8 in, there's no training going on there. There will never  
9 be any training going on there. It's on the side of the  
10 road. But because, in your mentality, it may impact you  
11 in your training you force me to compromise my cultural,  
12 my spiritual beliefs and put me and my grandchildren at  
13 risk for doing something like that.

14 Laurie, find a way to measure that and make them  
15 understand that because I'm being impacted now. We  
16 haven't even started the EIS process. It's not just the  
17 pile of rock. I don't know how many times I can say it.

18 So in these studies, we need to know how are you  
19 going to assess these culturally sensitive areas,  
20 subsurface surface. How are you going to communicate to  
21 us that these are cultural sites so that we can agree or  
22 disagree? Because we may disagree. You may call it a  
23 house site. We may know it as something else. How come  
24 you're in a position to judge what's culturally  
25 important? Shouldn't we, the ones who have the ancestral

1 ties to those sites, be the ones to determine what is  
2 culturally significant?

3 (Applause)

4 MR. AILA: How will you protect that area  
5 once we all determine that it's culturally sensitive?  
6 Are you going to sandbag it? Are you going to let the  
7 grass grow up around it and hope that a mortar doesn't  
8 fall on it? Because that's unacceptable.

9 And when I talk about a mortar falling on it, I  
10 can speak from firsthand experience because I observed  
11 the first return to live-fire training at Makua. And we  
12 were told there's no way an artillery shell or mortar  
13 could go outside the impact area. And lo and behold, as  
14 I checked off the mortar rounds, the third mortar round,  
15 guess what? Went outside the impact area. Actually,  
16 outside the fire break road. And you know what? No one  
17 believed me for a whole day. I have good binoculars.  
18 You know why? Because they're surplus Army binoculars.  
19 And I saw the shell go outside the fire break road. But  
20 nobody would believe me until the next day they went out  
21 and they checked. And you know what? The shell went  
22 outside the fire break road. And they were very lucky  
23 that a fire wasn't started.

24 And to prove that, and to make sure that I would  
25 have confirmation of this story, I asked for it and they

1 were good enough to give it to me. So if anybody wants  
2 to see that, I have it at my office at the Waianae Boat  
3 Harbor. This is the shell that did what they said  
4 couldn't be done.

5 I'm almost pau (finished). Almost pau  
6 (finished), Aunty.

7 There's another case that just happened three  
8 days ago. And here's the Army and the state going like  
9 this, that's your kuleana (responsibility). No, that's  
10 your kuleana (responsibility). Well, while they're  
11 arguing over whose kuleana (responsibility) it is,  
12 Kaneana Cave has been desecrated again. It's been  
13 desecrated by a University of Hawaii researcher who's  
14 doing research on the dike systems in the Waianae  
15 Mountain range. And what he did was he drilled over a  
16 dozen holes, okay, and for your -- from your prospective,  
17 in the wall of Kaneana Cave. From my perspective, in the  
18 womb of La'ila'i. And he didn't consult. He didn't ask.  
19 He just did.

20 So you're supposed to be protecting these sites.  
21 By doing this with the state, going back and forth,  
22 nobody taking responsibility, is not protecting the  
23 sites. You know what? If you don't want to protect, you  
24 step back, the state step back, we'll protect it. Just  
25 let us have it. We'll do it.

1 (Applause)

2 MR. AILA: On a personal note, why is this  
3 road needed down to Kawaihapai? That's where my great  
4 great grandfather and our 'ohana (family) lived. There's  
5 lo'i kalo (cultivated taro), there's 'uala (sweet  
6 potato), 'uala lo'i (cultivated sweet potato). There's  
7 house sites all at Kawaihapai. Just because you want to  
8 take these vehicles on a road just below the forest line  
9 so that you can practice taking over an airport. Take  
10 over the airport at Wheeler. It's a lot closer. It's a  
11 lot easier.

12 Three more thoughts. Okay. What -- and I'm  
13 looking at you, Laurie, because you represent that  
14 institution. What guaranties do I have that those sites  
15 are going to be protected? What guarantees do I have  
16 that I will have access to those sites, that my mo'opuna  
17 (grandchildren) will have access to those sites, and that  
18 those sites will be interpreted correctly?

19 Okay. A couple other thoughts. And I'm almost  
20 pau (finished). I promise.

21 MS. AMARAL: Okay.

22 MR. AILA: Economic impacts. Hoo, I hate  
23 that. If you're going to extort us, do it in the open.  
24 Do it in the open. A good extortionist tells you exactly  
25 what he expects for you to do. Okay. We always hear

1 about how much the Army contributes in terms of money to  
2 us. Well, you know what? Let's have the other side of  
3 that coin. You gonna train this force if it remains  
4 here, what is it going to cost Mililani? What is it  
5 going to cost Wahiawa when those guys that you trained --  
6 and, remember, they'll be the first guys trained, so if  
7 there's a conflict they're the first guys that are gonna  
8 go. What is going to be the economic impacts when those  
9 guys are gone? Because we need to know up front, yeah.

10 It's like when you get married, you gotta ask  
11 your wife what debts she has and, you know, all those fun  
12 things. You've gotta know everything up front. And she  
13 asks you too, I mean it's two ways. Okay.

14 Question: If you're not going to live fire at  
15 Kahuku in this urban training center, you didn't mention  
16 where you're going to live fire. So that needs to be  
17 explained for that urban training. Also, you have an  
18 urban training center at Schofield right now, so why  
19 isn't that being used? I saw that from the helicopter.  
20 You guys were nice enough to point that out to me,  
21 Rodney. I was paying attention.

22 And if you train at Schofield and you're going to  
23 rearrange all these things, why do you need Pohakuloa?  
24 So, you know, you don't need Pohakuloa if you can build  
25 something at Schofield. Let's clean up the 'aina (land)

1 and give it back to the Hawaiians on Hawaii Island.

2 We teach our children -- okay. This is really  
3 important. We teach our children that haste makes waste.  
4 This process is haste. We're going to end up with bad  
5 input in, bad product. So take your time. I know you're  
6 being rushed. I know you're being rushed. Because --  
7 and the reason you're being rushed is that the  
8 construction monies are being held back to see if the EIS  
9 can be adapted, yeah. And if it's not adapted, then  
10 guess what? The construction monies don't come. That's  
11 good fiscal policy. Better fiscal policy is to admit the  
12 obvious, yeah.

13 Let's go back one more time. Let's talk about the  
14 1st Brigade. They're already there. The reason they're  
15 there is it's cheaper. You don't have a bunch of angry  
16 Hawaiians at Fort Lewis. You may have some Indians. I  
17 can't speak for them. But you don't have that. It's  
18 cheaper. You have -- I understand you have a -- you have  
19 a range that's bigger than Oahu. So you have plenty of  
20 room.

21 Take the 2nd Brigade and go train over there  
22 because Hawaii only saves you 6 hours in this 96-hour  
23 theater to be any place in the Pacific. The mission  
24 statement for the 25th is to be anywhere in the Pacific  
25 in 96 hours. Hawaii saves 6 hours by flight time.

1 That's all. Okay.

2 Finally, I gotta take a shot at our congressional  
3 guys because they're the guys that always say we need the  
4 money, we need the money. But, you know, they never add  
5 up the total cost, how much it's going to cost to clean  
6 up, how much it's going to cost for prostitution, crime,  
7 accidents on the road. They never add that stuff up.  
8 Okay.

9 So following that line of study, if we take the  
10 2nd Brigade and we move them to Fort Lewis, Washington  
11 and transform them there -- okay -- we all know that this  
12 is the truth and this is really the best way to go and  
13 the most economical way to go, okay. The only problem is  
14 that our congressional delegation, specifically -- and  
15 I'll name them because some people are afraid to, but I  
16 don't care -- Dan Inouye, okay. Because I don't get any  
17 money from Dan Inouye. I don't plan on getting any money  
18 from Dan Inouye. He's the guy that wants transformation  
19 to occur here. He's the guy that wants to keep you here.

20 I have a feeling in my na'au (gut, heart, center  
21 of emotions) that if it were up to the Pentagon, you guys  
22 would already be at Fort Lewis, Washington, okay. These  
23 guys refuse to acknowledge the obvious truth, that you  
24 don't need to be here, that it would be cheaper for you  
25 to be someplace else. So let the EIS study that and show

1 that.

2 Thank you.

3 (Applause)

4 MS. AMARAL: Thank you very much. We have  
5 said that we will end this -- this scoping meeting at  
6 nine o'clock and it is now nine o'clock. I have eight  
7 additional people signed up to speak, but that will take  
8 us past the time that has been allotted.

9 So there is still time to get your comments in  
10 writing by putting it in writing and either mailing it or  
11 faxing it to the address on the forms that are in the  
12 back of the room. You have till May 30th to put your  
13 comments in for the public record, and we would certainly  
14 invite you to do so.

15 I think at this point -- Colonel, did you want to  
16 make some closing remarks?

17 (Conferring off the record)

18 MS. KELLY: Go on with the testimony. Keep  
19 the testimony going.

20 MS. AMARAL: Okay. What the Colonel has  
21 asked is that we extend this another -- at least another  
22 20 minutes. He asks if some of you would remain behind  
23 and assist us in cleaning up, because we do have to  
24 vacate this place by ten o'clock, and the thing that  
25 takes us the most time is packing up and cleaning up.

1 But we will extend then for another 20 minutes.

2 I would ask the remainder of you, we're trying to  
3 keep you to a time limit so that everyone can speak. So  
4 I'm not being a bully, but I do need you to stay within  
5 at least a three- to five-minute time period.

6 There are 8 people remaining. So Luwella  
7 Leonardi followed by Tane followed by Kaleo Wong.

8 MS. LEONARDI: There's three minutes per  
9 person and 8 people, I suggest you all stand in line and  
10 get ready.

11 You know I can't do this without acknowledging my  
12 ancestors. I am my father's daughter. My father's name  
13 is Kanakao'o Kani'aupi'o. And my name is Luwella  
14 Leonardi. We're from Koolaupoko area for 200 years on  
15 record. Our family name is Manumanu.

16 I would like to acknowledge tonight Joseph  
17 Kahawai. Joseph Kahawai is my second cousin. Joseph  
18 Kahawai, for those of you who do not remember him, was  
19 from the Massey case. He was ritualized. His penis was  
20 dismembered. And the persons that did that to him was  
21 let go.

22 My father's property where he was born was  
23 martial law. So we had to leave that day on December.  
24 Getting back the land cost us a lot of money and it cost  
25 lives in our family. So -- I'm trying to be real quick

1 here.

2 I have to mention something that Dr. Kekuni  
3 Blaisdell wrote: "In time immemorial, Wakea mates with  
4 Papa and all in the cosmos are born in orderly sequence,  
5 including Haloa, the first kanaka (human). Kanaka  
6 (humans) sail ka moana nui (the great ocean) and settled  
7 on ailana (islands), including ka pae 'aina (the  
8 archipelago). 'Ohana (family) and aloha 'aina (love of  
9 the land) are embodied in ahupua'a (land division from  
10 mountain to sea), the basic spiritual, cultural, social,  
11 economic, political ecosystems regulated by kanawai,  
12 natural law, to maintain pono (righteousness)."

13 The last time I was here, I talked about embryo  
14 freezing and it's because I'm a Hawaiian homesteader on  
15 Hawaiian homes. And I understand the DHHL program as  
16 being a natalist program, and that's how come and why I  
17 said that. The Saturday morning I mentioned the word --  
18 which was not a word -- FART. FART is a -- an acronym  
19 "F", for live fire; "A" for air which is yellow dust,  
20 depleted uranium; "R" is for river for mauka/makai  
21 (inland/seaward); and "T" for trade winds. Of course you  
22 all learned about the trade winds on Saturday.

23 Okay. Let's see. Okay. The question tonight is  
24 what is true training? This is a tourist island, you  
25 know, where tourist come and visit. This is Fantasy

1 Island. Can you get true training on Fantasy Island?

2 Well, you know, let me back up. I forgot to mention  
3 something.

4 This is a letter that was written by Sanford B.  
5 Dole, and he was writing this letter to Professor John W.  
6 Burgess on March 31st in 1894, and this is what he has to  
7 say: "There are many natives of Portuguese who had had  
8 the vote who are comparatively ignorant of the principles  
9 of government and whose vote, from its numerical strength  
10 as well as from the ignorance referred to, will be a  
11 menace to good government." Just wanted to mention that.

12 Rehabilitation. We have a general policy. I  
13 would suggest that you all read that because that's where  
14 we're at today. That's how you connect military and the  
15 native Hawaiian.

16 A lot of you thought that I might have been --  
17 sorry about that -- I might have been speculating on  
18 depleted uranium. Here's the evidence here. So there's  
19 no speculation here. Pyrotechnic in Hawaii, I was told,  
20 was 60 years. Well, our islands and its people, which  
21 was published by General Joseph Wheeler in 1899, on page  
22 425, mentions pyrotechnic.

23 So tonight's scoping -- this process will help  
24 the Army in identifying potential impacts to the quality  
25 of the home environment. Sanford B. Dole, when he writes

1 to Burgess, they talk about the transformation and the  
2 form. So you may want to take that into consideration.  
3 Dr. Dodge mentioned maps. This is by -- the ceded land  
4 that was done by Hawaiians. And we did that in 1974.

5 This is an article by Representative Neal  
6 Ambercrombie, and this is what he has to say: "From  
7 being a setback for Hawaiian sovereignty, adoption of the  
8 Ambercrombie amendment affirms congressional recognition  
9 of the special status of ceded lands and by extension the  
10 native Hawaiians are its statutory beneficiaries."

11 Okay. One more thing I want to say. We've --  
12 I've gone through three years of Akaka's bill. And his  
13 first bill, which is 746, is non-linear. We need to  
14 understand that, non-linear. The 2899 was a referendum  
15 Akaka's bill. And then in between that was "From Mauka  
16 to Makai." "From Mauka to Mmakai," we had gone on to ---  
17 which Annelle and I worked on for about a year -- we've  
18 gone to 1783. There's a couple other things -- citations  
19 that needs to be cited and needs to be shared. And you  
20 need an arsenal of information. This is the 21st  
21 century.

22 I -- you know I don't know what to say or what to  
23 do. I have been attending these meetings for so long,  
24 for over 30-plus years, and we've worked hard. If you're  
25 a Hawaiian homesteader, you need this. You need this

1 planning here. It has maps, it has where all the -- all  
2 the lands are. So I'm going to stop here so that the  
3 next person could be up here.

4 Thank you very much.

5 (Applause)

6 MS. AMARAL: Thank you. We appreciate that.  
7 Tane followed by Kaleo Wong. Aloha (greetings).

8 MR. INCIONG: Aloha ahiahi kakou (good  
9 evening all).

10 THE AUDIENCE: Aloha (greetings).

11 MR. INCIONG: And good evening, the panel  
12 here.

13 Under the premise, I know we're strapped for  
14 time. I'll try not to be too redundant because I think  
15 already a lot of these things have been reiterated many  
16 times. Just to let you know, though, on my mother's  
17 side, that we come from the Nahinas, and ke keiki o  
18 Kahekili (the child of Kahekili), so we come from the  
19 Piilanis. On my dad's side is the Ainoas, Nakahili, so  
20 we are well rooted here in the islands. So mahalo (thank  
21 you) to all of them.

22 We'd like to let you know that we don't hate  
23 Americans. We don't hate you as a person. But there's  
24 organizations that you may represent or those that  
25 control the government that we are upset about, and

1 that's who we have issue with, just so that you know.  
2 All right? We're not here to browbeat you.

3 Also, I was prompted by my nephew because he's  
4 with that conservation program, and with today's  
5 technology with the computers, I have my e-mail family  
6 that concur with me. So let me just go through my  
7 dissertation real quickly.

8 It's common knowledge that the military is the  
9 greatest violator of government regulations and  
10 importation of unwanted plants, animals, and dumping of  
11 toxic and hazardous waste. It's also common knowledge  
12 that the military is derelict in its moral obligation of  
13 responsibility and the destruction of our land as a  
14 result in not cleaning and restoring it to our  
15 satisfaction.

16 Remember Kahoolawe? Some of the bombs are still  
17 there 20 feet below the surface of the ground. Maui,  
18 Lanai and the surrounding reefs still bear the scars of  
19 the military misadventures. Who did the cleanup?

20 The land has also been used for recreational  
21 purposes other than its truly intended uses, so we know  
22 that the land has also been abused by certain privileged  
23 people.

24 It is common knowledge that the military  
25 willfully does what it wants using feeble arguments to

1 accomplishment. At this moment, they have a bill in  
2 Congress supported by Senator Inouye that will give up --  
3 that will give the military permission to overwrite the  
4 EPA and no longer answerable to the Environment  
5 Protectional Agency (sic).

6 Now they -- back -- right now, they've got NATO,  
7 the CCMS, that was substituted in 1998 for a five-year  
8 study. It's innovative technology for the residual  
9 pollution cleaning phase III and is shared by the EPA,  
10 TNO from the Netherlands, and the UBA from Germany. And  
11 they have not completed that study, and it seems like the  
12 military and Pentagon seems to want to skirt away from  
13 being under the auspices or responsible to report to the  
14 EPA.

15 The EIS must be enforced and be conducted by  
16 independent teams of geologists and engineers of learned  
17 people beyond reproach. They cannot be bought because we  
18 may sound a little bit too cynical in that respect.

19 The U.S. military uses biofare and denies the  
20 uses of dangerous biochemicals, Agent Orange in Vietnam,  
21 depleted uranium related to the Gulf War Syndrome, the  
22 use of experimental vaccines which violate Nuremberg code  
23 on medical experimentation. It's foolish to believe that  
24 we would trust the military of its intention and use.  
25 They have proven not to be trustworthy, and with them to

1 protect us, who needs enemies?

2 Kanaka maoli (indigenous persons) depend on a  
3 healthy environment. And, you know, this depleted  
4 uranium, we're very cognizant of it, and the half-life of  
5 that is 4.1 million years. And when it reaches a  
6 critical point, where do the islands relocate to? Will  
7 we be experiencing the same dilemma as those on the  
8 Marshall Islands? Will we be neglected by the government  
9 like they are being treated today?

10 And, you know, to cut this a little bit more  
11 short, if you think that it's necessary for this type of  
12 training to be in striking distance to Asian countries,  
13 then it would be logical and more common sense to fly the  
14 units to Catalina Islands off California and perform your  
15 exercises there.

16 So no matter what you say, Hawaii is expendable  
17 in the eyes and an outpost for the contiguous 48 states.  
18 And, of course, it's well foregone knowledge that 70  
19 percent of the existing military lands are on ceded  
20 lands.

21 And as a tenant in common subject to native  
22 rights, a kanaka maoli (indigenous person), I do not give  
23 my permission or consent for you to use our land as you  
24 propose.

25 Mahalo (thank you).

1 (Applause)

2 MS. AMARAL: Tane, may I have your  
3 testimony? To put in the record. Thank you.

4 MR. INCIONG: Mahalo (thank you).

5 MS. AMARAL: Wonderful. Mahalo (thank you).

6 The words that Tane has written will be put into  
7 the record although he has not had the opportunity to  
8 finish reading it in its entirety. He need not read it  
9 because it will be entered into the record.

10 Kaleo Wong, aloha (greetings).

11 MR. WONG: Aloha mai kakou (greetings all).

12 THE AUDIENCE: Aloha (greetings).

13 MR. WONG: 'O au 'o Bert Kaleomanu'iwa Wong.

14 No Ko'olaupoko mai au. A makemake au ia 'oukou e  
15 ha'alele. 'A'ole he noi keia, e ha'alele 'oukou, 'a'ole  
16 makemake au, 'a'ole makemake makou ia 'oukou i keia, i  
17 keia pae 'aina me ke 'olu'olu e ha'alele. E kala mai  
18 ia'u no ko'u 'olelo 'ana ma ka 'olelo hemahema ma ka  
19 'olelo English ke hemahema ko'u 'olelo 'ana, kala mai.  
20 (I am Bert Kaleomanu'iwa wong. I come from Ko'olaupoko,  
21 and I want you to leave. I don't want, -- we don't want  
22 you in this, this archipelago. Please leave. Forgive me  
23 for speaking awkwardly and or speaking in English. If  
24 my speech is awkward, forgive me.)

25 What I want talk about is - well, first of all,

1 everyone's talked about this illegal occupation already,  
2 so I don't really need to go into that. But I just want  
3 to know where you guys' -- your values are. You guys  
4 come from a continent and come here and destroy our land,  
5 and then you leave, and this doesn't mean anything to you  
6 guys. This is like what 'anakala (uncle) said. It's  
7 just rocks for you guys. But this is our one hanau  
8 (birthplace, homeland). This is where we're from.

9           And, like, what I think you guys should do is not  
10 work on your -- your military tactics on whatever you  
11 guys need to do, but work on your foreign policy. Why  
12 does everybody -- why does everybody not like Americans?  
13 Why does 9/11 happen? It's not -- it's not 'cause they  
14 just hate Americans. It's 'cause what you guys do for  
15 other nations.

16           Another thing, for this -- you guys want to build  
17 all these infrastructures, and you're using Hawaiian  
18 homelands. And you guys can build houses for 3,172  
19 personal housing spaces, but you cannot build -- you  
20 cannot build a homestead with houses. I don't -- I can't  
21 understand that.

22           And I just -- I wish you guys to leave. This is  
23 not America, this is -- this is Hawaii, and we don't want  
24 you here.

25           That's all I have to say.

1 (Applause)

2 MS. AMARAL: Mahalo (thank you). Jeff  
3 Hunter followed by Anela Gueco -- Gueco.

4 Aloha (greetings) Jeff.

5 MASTER HUNTER: My name is Jeff K. Hunter,  
6 and my question is why doesn't the Army go back and train  
7 in Nevada where the nuclear bombs were tested?  
8 Everything there you already destroyed. We are  
9 replanting here and your training destroys the 'aina  
10 (land). The fuel that you use for the helicopters and  
11 vehicles pollute. The live fire causes fires that I can  
12 see from my house, and they worry me a lot. And the  
13 fires are quite scary.

14 Thank you all.

15 (Applause)

16 MS. AMARAL: Thank you. Jeff, can I have  
17 this? Can I have it?

18 MASTER HUNTER: No.

19 MS. AMARAL: You're going to keep it? I can  
20 put it in the record. Okay? Thank you.

21 MASTER HUNTER: Want me to make another copy  
22 of it?

23 MS. AMARAL: Oh, you want a copy? Well,  
24 then that I'll have to get to you.

25 Come Anela.

1 MS. GUECO: Mahalo (thank you).

2 MS. AMARAL: Mahalo (thank you).

3 MS. GUECO: Aloha (greetings). Aloha mai  
4 kakou (greetings all).

5 THE AUDIENCE: Aloha (greetings).

6 MS. GUECO: 'O au 'o Anela Gueco, no  
7 Kane'ohe mai au. (Greetings, greetings to all, I am  
8 Anela Gueco from Kane'ohe.)

9 My name is Anela Gueco. I'm from Kane'ohe.

10 And I'm not going to reiterate what a lot of  
11 people have already said, but I do want to talk to you  
12 from a different standpoint. And I want to ask you to  
13 please just look at me and open up your ears and open up  
14 your heart and open up your eyes, because I know that  
15 it's hard after you sit for many, many hours and you  
16 listen to these things for a really long time. And it  
17 becomes almost Chinese already. It's just gibberish.  
18 And our ears can become deaf and our hearts can become  
19 hard.

20 But I want to talk to you from one human being to  
21 another human being because whether you know it or not,  
22 we're all from the same hands. We're from the same  
23 Creator. The same -- the same spirit that made us. We  
24 all come from that same place. And I want to talk to you  
25 as brothers and sisters from that Creator.

1           And this is my -- this is my home. These are my  
2 lands. After this, I can't go anywhere else and go home.  
3 This is it. After there's nothing left or after it's  
4 desecrated, that's it. I can't go anywhere else to home.  
5 So you have to understand that whatever is here, that's  
6 it until we go back home to our Creator.

7           And so this is all we have as kanaka maoli  
8 (indigenous persons) and as residents of this land and as  
9 stewards of this land, to take care of what is here not  
10 only for us but for our children to come and for our  
11 mo'opuna (grandchildren) to come, for our flowers and our  
12 fruits after us. And so when I look at my kupuna  
13 (elders) and I look at the lights that -- the lives that  
14 they led, I mean, it's so beautiful and the struggles  
15 that -- what we have now.

16           Like, you have to understand, the anger that we  
17 have here is 200 years worth of anger, and it took us a  
18 long time to get this angry because first we were  
19 oppressed, and then we were depressed, and now people are  
20 angry because anger comes from hurt, yeah, comes from  
21 pain.

22           So for you, I really want to challenge you to  
23 take what you've heard and the things that you've written  
24 down and to go home and to ponder it, not to put it aside  
25 and not to forget, but to really write it on your heart

1 and see it in your own family and see it in your own land  
2 wherever it is that you come from. And I want you to  
3 take it home, and I want you to pray. Ask the Lord, what  
4 is pono, what is the right thing to do?

5 Listen to what these people have told you, their  
6 hearts. They've poured out their hearts to you, the  
7 injustices that have happened on our land, to our people,  
8 to our ancestors.

9 And really, really ask. Ask the Creator of these  
10 lands what he wants and how he believes you should be  
11 stewarding it and how he believes you should be taking  
12 care of it, because if you look at the legacy that the  
13 military has left and that other agencies have left in  
14 our land, it does leave a really bad taste in our mouth.  
15 And you can understand if you come to the heart of it why  
16 people are as angry as they are and why they are so hurt  
17 and why enough is enough already.

18 And so as brothers and sisters in that way,  
19 because we all come from the same Father, I challenge you  
20 to go home and to internalize it for yourselves. Put  
21 your family in this situation. Put your generations to  
22 come in this situation. Put your lands, wherever it is  
23 that you're from, in this situation, and see what you  
24 would do. See the decisions that you would make. Would  
25 you do what you would do for yourselves for us? Because

1 this is what we're called to do as children of our  
2 Father, to do unto others as we would have them do unto  
3 us. And it is true that what we sow is what we reap --  
4 what we reap.

5 And in the end, we will, we will have to answer  
6 to a higher power. With the -- with the kuleana, the  
7 responsibility, that we've been given here on this earth,  
8 we will have to answer to a higher power. And no matter  
9 -- whatever it is that we choose, what is right or what  
10 is not right, what is unjust (sic) or what is just, our  
11 father will have that say.

12 And so I just challenge you with that as a sister  
13 of Christ and as a sister in the all mighty Creator.

14 That's all.

15 Thank you. Mahalo nui loa oukou (thank you all).

16 (Applause)

17 MS. AMARAL: Mahalo (thank you). We have  
18 three speakers remaining: Pat Patterson, Leandra, and  
19 Sparky Rodrigues. Aloha (greetings).

20 MS. PATTERSON: Aloha (greetings). Hello.

21 MS. AMARAL: No sound? Here, take this one  
22 then.

23 MS. PATTERSON: Sure. Aloha (greetings).

24 THE AUDIENCE: Aloha (greetings).

25 MS. PATTERSON: Good evening. The evening's

1 almost gone.

2 Just got a few things. Realignment of Schofield.  
3 I was with William on that helicopter tour where you  
4 showed us we could not realign Schofield. And now you're  
5 doing it. And Kahuku couldn't be used any way for  
6 training other than it was.

7 Number two, I think in your EIS you should show  
8 the percentage of land in Hawaii that is controlled by  
9 the military of all branches. I'm concerned that the 480  
10 more soldiers are coming plus their 297 spouses, their  
11 624 children, exactly 1,401 more people. And they need  
12 to have a place to live.

13 You know, you're saying you're going to build new  
14 places for them. Consider some of the military  
15 establishments on Oahu that have houses that are empty  
16 that could be utilized. Please, I think that should go  
17 into your EIS. Barbers Point, Lualualei, probably others  
18 that I don't know about. But you do.

19 And, you know, 10 years ago, the families of the  
20 soldiers who were working in Schofield could live all  
21 over the islands. And there are rentals everywhere  
22 including Waianae where we used to have a lot of military  
23 people renting.

24 Some of those -- many, many of those apartments  
25 and houses are now empty. And some of the owners, many

1 of them too, are going bankrupt. I think you ought to  
2 look about utilizing that.

3 I think the timing of this transformation of the  
4 Army EIS was so close to Makua that I certainly wasn't  
5 ready to make a very good presentation. I will put in  
6 something else in writing.

7 Again, the setting in a school where we have to  
8 be out at ten o'clock, I'm sure it was planned too long  
9 ago to change after last week's ten p.m. closing.

10 I notice in your material that you're going to  
11 build ammunition storage places on Pohakuloa. I don't  
12 see that you're planning on -- any on Oahu. I think,  
13 again, you ought to talk to the Navy and use some of  
14 those at Lualualei so we don't have to keep building,  
15 building, building.

16 I mean already you've got planned 32 new ranges,  
17 roads and training facilities plus the housing. And I  
18 see there is three wash facilities being constructed.

19 I think dirt's better than camouflage painted on  
20 something. Just let 'em be dirty. We don't need to wash  
21 all those trucks and other fantastic vehicles.

22 And the last thing I just want to point out, and  
23 maybe somebody else has 'cause I had other meetings  
24 tonight and didn't get here late, but you say you're  
25 going to put the EIS material in several libraries, none

1 of them closer than 30 miles to Waianae. I'd like to ask  
2 you to include Waianae Library in that list.

3 Thank you.

4 (Applause)

5 MS. AMARAL: Thank you. Leandra followed by  
6 Sparky Rodrigues. She's not going? Okay. Sparky then.

7 MR. RODRIGUES: Aloha (greetings).

8 THE AUDIENCE: Aloha (greetings).

9 MR. RODRIGUES: I'm a resident of Waianae,  
10 father, husband, Vietnam vet. Part of my childhood was  
11 spent here on the Waianae Coast growing up on Upena  
12 Street in Makaha.

13 My grandmother had a chance to take me and share  
14 family genealogy, or some of it, and stories of the  
15 'aumakua (personal or family diety) related to Leilehua,  
16 Kukaniloko, Kaneana, Kaena, Kahanahaiki, Makua. Part of  
17 the genealogy goes back to the Big Island, Waipio.

18 One of the things that I've noticed in some of  
19 the maps in the back is the military has always taken the  
20 high ground. And the pollution that has been left behind  
21 still exists. The first bullet that was ever fired in  
22 Makua or in Pohakuloa is still there.

23 One of the observations I had looking at the  
24 maps, the Hawaiians that lived there a hundred years ago,  
25 a thousand years ago, you can't tell that they were there

1 in most cases other than for their historic sites.

2 Getting back to growing up in Waianae. The  
3 military convoys that rumbled through with their  
4 artillery and troops and tanks, never ending line of  
5 troops. The windows rattled. And normally when we were  
6 children we would be woken up in the middle of the night  
7 by the explosions.

8 Still today I live in Lualualei -- excuse me.  
9 The training that goes on at Schofield today, I live  
10 right on the other side of the hill within the impact  
11 zone, downwind of all of the explosions, the dust, the  
12 contamination that comes over. Part of this  
13 transformation is expanding the Schofield live-fire  
14 training area which will extend beyond and behind  
15 Nanakuli.

16 Already the conscious -- the things that I  
17 understand that evolves out of training, some of the  
18 byproducts. HMX which attacks the nervous system and the  
19 liver. Lead, mercury. Percolate -- prochlorate (sic),  
20 which is part of the propellant in their rockets affects  
21 thyroids, impacts fetuses, infants and children. RDX  
22 which has been used in rat poison, causes liver cancers.  
23 TNT affects the blood, the brain, the livers,  
24 reproductive organs, kidneys, urinary, bladder, eyes.

25 (Pause)

1 MR. RODRIGUES: It's mutagenic which means  
2 it affects our DNA. What are you guys doing to us? You  
3 go home in two years. You leave this shit behind. We  
4 get to live with it. Go home. Leave now.

5 (Applause)

6 MS. AMARAL: Mahalo (thank you).

7 I want to thank you all for the respect you've  
8 shown to one another, for the heart-felt comments that  
9 you've made, and call upon the Colonel for some closing  
10 remarks.

11 COL JOHNSON: I just want to thank you all  
12 personally and professionally for the time and the  
13 comments that you've given here. We will take those  
14 comments and use those in the process that goes ahead.  
15 And the things that you've asked about and the concerns  
16 that you have will be addressed as part of the  
17 Environmental Impact Statement.

18 Thank you again for -- for your attendance and  
19 for your comments and your participation in this very  
20 important process as we move forward.

21 Mahalo (thank you).

22 MS. AMARAL: Mahalo (thank you).

23 (Applause)

24 MS. AMARAL: I wonder if we could ask Puakea  
25 Nogelmeier if he can come and do the closing pule

1 (prayer) for us. Oh, he's -- he's left his phone. Oh,  
2 Bill, will you do the closing pule (prayer)? Don't  
3 fight. Oh, okay, Puakea.

4 Mahalo (thank you).

5 MR. NOGELMEIER: E ho'omalua kakou. E Ke  
6 Akua mana loa, he mahalo wale no keia ko makou i kou  
7 alaka'i 'ana mai i ka hana o keia ahiahi a me keia mau  
8 halawai iho nei, ma kahi i ho'oulu 'ia ai ka mana'o o  
9 loko, ka 'ike o kanaka, a me ka hiki ke ho'opuka aku a  
10 ho'ike aku me ke 'akaka, a me ka mole'a i ke 'ano o loko  
11 a mana'olana ua ho'oikaika 'ia na pepeiao e pono ai kela  
12 'ano 'ike a pa'a ihola kahi ala e hele ai a koho 'ia ka  
13 pono, a me ka maika'i, no keia 'aina no ka po'e e noho  
14 nei, me ko mua, me ko hope a'e nei. A malama ia makou  
15 pakahi ma keia mua aku, ma ka ho'i 'ana i keia ahiahi i  
16 ka palekana o kauhale. 'O ia ka makou leo pule. (Let us  
17 pray. Almighty God we have only appreciation for your  
18 guidance in the endeavors of this evening and these  
19 recent meetings where personal thoughts and people's  
20 knowledge have been inspired, along with the ability to  
21 express and reveal with clarity and insight the personal  
22 stances along with the hope that ears gained the  
23 necessary strength to clearly hear that kind of insight  
24 and that a path shall be secured on which to travel. And  
25 that choices will be made about these things that are

1 right and good. For all who live here now, those who  
2 precede, those yet to come. And do watch over each of us  
3 in the future and on our return this evening to the  
4 safety of our homes. That is our voice of prayer.)

5 We thank the Lord for the progress that has been  
6 made in these meetings and the way that information and  
7 feelings and understandings have been able to be  
8 expressed with the ever present hope that they be heard,  
9 that clarity be given to a pathway that is -- that is  
10 good, that is right for both the place, the people and  
11 those that came before and those that come after, and  
12 decisions that are made are guided, and that each one of  
13 us can be taken home to the safety of our homes and the  
14 safety of our future with guidance and with protection.

15 'Amene (amen).

16 THE AUDIENCE: Amen.

17 (The public scoping meeting adjourned at 9:30 p.m.)

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