

**The APA Hawaii Planning Oral Histories/Recording Project:  
The Wisdom of Our Elders**

**Final Report**

Prepared by

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## Preface

Many people contributed their time and effort to the APA Hawaii Planning Oral Histories/Recording project during the past two years.

The APA Hawaii Chapter formed a Steering Committee when the project began. They identified many local planners that potentially could be interviewed for the project. They then chose ten people for interviews, based on their perceived age, health, and contributions to the field of planning. They also established a broad framework for how the project would be conducted. The Committee included: Mr. George Atta, FAICP; Dr. Peter Flachsbart, AICP; Mr. Paul Luersen, AICP; Mr. Ralph Portmore, FAICP; Mr. John Whalen, FAICP; and Mr. Byrnes Yamashita, FAICP.

The distinguished planners who graciously agreed to be interviewed include: Mr. Jim Bell, FAICP; Mr. David Callies, FAICP; Mr. Tom Dinell, FAICP; Mr. Sidney Fuke; Mr. Harold Masumoto; Dr. Cheryl Soon, FAICP; and Mr. John Whalen, FAICP.

Several graduate students enrolled at the University of Hawaii at Manoa agreed to interview the distinguished planners named above. They are: Sara Bolduc; Matthew Gonser, AICP; Sang-hyoun Pakk; Christina Sablan; Jonathan Sawyer; Keiko Shimazu; Aurora Viviani; Anthony Weersing; and Traci Yoshiyama. Two Ph.D. students in urban and regional planning at UH Manoa provided guidance and valuable advice at the beginning of the project. Juliette Budge explained how to conduct an oral histories project using a video camera based on similar experience she had in the State of Oregon. Henry Mochida offered many suggestions based on his academic training in the Academy of Creative Media at UH Manoa and his work as an accomplished student film-maker.

Several faculty members at UH Manoa gave of their time in several ways. Assistant Professor Lisette Flanary of the Academy of Creative Media identified the important questions that a producer/director needs to consider in creating a documentary film. Associate Professor Anne Misawa, who serves as Chair of the Academy of Creative Media, distributed a job call flyer to potential camera operators. Assistant Professor Andrew Rumbach, who was a member of the Department of Urban and Regional Planning at the beginning of the project, provided advice to the project Steering Committee. He also shared a book chapter titled, "Oral History" by Linda Shopes (2011) with the P.I. Dr. Warren Nishimoto, Director of the UH Center for Oral History, also provided guidance to the project Steering Committee and led a workshop on conducting interviews in Professor Karen Umemoto's qualitative methods in planning course.

Credit for review and approval of the project by the UH Human Studies Program goes to these three staff: Kristin Bacon, Denise Lin-DeShetler, and Carol Thomas-Sharp.

Don Kozono, the Director of the UH Media Laboratory, helped in a variety of ways. He explained what equipment would be required to record interviews in Studio B of the KHET-TV station, provided guidance and training to equipment operators, offered suggestions on camera positions and lighting, and even volunteered to operate the equipment when necessary. Greg Ambrosius, Production Manager at KHET-TV, and Cheryl Sakai, former Production Coordinator

at KHET-TV, served as technical advisers for the recorded interviews. Jim Camara, a former producer at O'lelo Community Television, made valuable suggestions throughout the entire project.

The process of transferring recordings from Secure Digital (SD) memory cards to DVDs was guided by Sandra Moriyama and Matt Parcon at the Digital Media Center of the UH Information Technology Center.

The camera and audio equipment operators were Jim Camara, Beau Davis, Kyle Hayama, Grace Lim, Meagan Lee Milca, Mike Ogasawara, and Justin Omori. Mike Ogasawara also deserves recognition for serving as lighting and stage director. Grace Lim also served as makeup artist and Don Kozono, the Director of the UH Media Lab, served as a backup equipment operator on occasion.

Sophie Cheng and Nathan Tibbetts, two recent graduates of Punahou High School in Honolulu, edited the raw footage recorded by the three cameras used for each interview.

Finally, I value and appreciate the many comments and suggestions that I received from my wife Jan and her sister Elaine Valdov.

Peter G. Flachsbart, Ph.D., AICP  
June 2015

## Project Summary

The purpose of the project was to produce an oral history of planning events and activities that have shaped the landscape of development in Hawaii since Statehood in 1959. This history covers major land use laws, planning processes and procedures, and major planning issues and controversies. Documentation was achieved through two-part interviews of seven distinguished planners, who knew the history of the planning profession in Hawaii at the state and county level. They included prominent academics, public officials and planning professionals. The second of the two interviews was recorded by video cameras in a studio to improve the audio and visual quality of the recording. The recordings were initially stored on Secure Digital (SD) memory cards and later transferred onto a set of DVDs. The project was designed to support the APA Hawaii Chapter's program of continuing education and professional development of chapter members, students, and others interested in Hawaii's planning issues.

On these recordings, the seven distinguished planners answer a variety of questions and comment on many topics relevant to planning in Hawaii. Some questions were asked of everyone, while others were unique to one or two individuals. For example, questions typically asked of most people were: How and why did you become a planner? How has the rationale for planning and the role of the planner evolved in Hawaii? What makes for a 'good' plan? How does politics affect the planning process? What are some examples of planning successes, failures and missed opportunities in Hawaii? What emerging issues or shifts have you seen in the public policy agenda? What advice can you give to current and future planners? In addition, most of them shared their views and opinions on several other topics: the Hawaii State Land Use Law; planning functions at the state and county level; the Hawaii Community Development Authority's plans for redevelopment of Kakaako; evolution of planning for Honolulu's rail transit project; planning and construction of the H-3 freeway; climate change, sea level rise and the need for disaster planning; and planning for the City of Kapolei on Oahu's Ewa Plain.

## **1. Background and Intent**

In June 2013, the Hawaii Chapter of the American Planning Association received a one-year grant of \$3,000 from the APA Chapter Presidents Council (CPC) to conduct an oral histories project. The APA Hawaii Chapter (APAHI) provided a matching grant of \$3,000, which resulted in a budget of \$6,000. The APAHI together with its Fellows of the American Institute of Certified Planners (FAICP), and the University of Hawaii at Manoa Department of Urban and Regional Planning (DURP) subsequently entered into a partnership to record 50+ years of land use and infrastructure planning in the State of Hawaii. In May 2014, the APA's Lynn Jorgenson extended the project deadline to June 2015 at the request of Dr. Peter G. Flachsbart. He became, in effect, the producer and director of the project at the request of the Executive Committee of the APA Hawaii Chapter in November 2013.

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Mr. George Atta, FAICP, served as Project Director when the project began on June 1, 2013. He formed a Steering Committee (Table 1) to set policy and guide initial project planning. [All tables and figures are shown at the end of the report.] At a meeting on November 13, 2013, Gail Atwater, AICP, who was then President of the APA Hawaii Chapter, appointed Dr. Peter Flachsbart, AICP, and Mr. Paul Luersen, AICP, to be Co-Directors of the project. Their appointment enabled Mr. Atta to devote more attention to his work as the newly appointed Director of Honolulu's Department of Planning and Permitting. Dr. Flachsbart is Associate Professor of Urban and Regional Planning at the University of Hawaii at Manoa, where he teaches courses in land use and transportation planning and planning research methods. He has served as the Hawaii Chapter's Professional Development Officer since 1983 and received the Chapter Presidents Council National Leadership Award in April 2013. He was chosen to manage the project, given that it would be conducted on the campus of the University of Hawaii at Manoa. Mr. Luersen is Vice President of the local office of CH2M Hill, Inc. He was the immediate past President of APA Hawaii Chapter and was serving on the Steering Committee.

## **2. Process and Method**

The project Steering Committee for APA Hawaii Chapter met on May 28, 2013, to select 38 potential interviewees (also known as 'narrators') for the project (Table 2). From this list, the Steering Committee chose 10 distinguished members of the local planning community for the

first round of interviews. The selection was based on the impact and nature of their professional contributions to land use and infrastructure planning in Hawaii, as well as their perceived age and health status. The names of these 10 people are shown in bold print in Table 2. The Steering Committee agreed that additional interviews should be performed only if time and budget permitted.

Eight of the 10 people gave their written consent to be interviewed. The plan was to interview each person twice. The purpose of the first interview was to: (a) gather basic biographical information about the person; (b) identify five to ten potential questions and topics for the second interview; and (c) obtain his or her informed written consent to be interviewed. It was assumed that the first interview would take about 45 minutes and be conducted either by telephone or in person by a graduate student at UH Manoa. Appendix A describes the seven individuals (also known as ‘narrators’) based on their answers to a few questions in the first interview. The purpose of the second interview was to obtain the personal experiences and perspectives of the narrator on major planning issues, events, and trends in Hawaii. This interview, which was more informal and conversational, was expected to last about 90 minutes on average.

The second interview was held in Studio B of the UH Media Lab at KHET-TV at 2350 Dole Street, adjacent to the UH Manoa campus. The second interview was recorded by three cameras. The camera crew consisted mostly of students and graduates of the UH Academy of Creative Media. Studio B was not used to broadcast interviews, but to improve the audio and visual quality of the recordings. The project rented two Canon XA10 cameras from the UH Media Lab, with one camera focused solely on the interviewer and the other focused solely on the interviewee. The project also rented two Sony ECM 77B Lavalier microphones, which were attached to the interviewer and interviewee. Cables connected both microphones to a SHURE FP-33 stereo audio mixer, which had to be monitored by a trained operator. The project borrowed a third camera, a Canon VIXIA HF S20 camcorder, from the UH Department of Urban and Regional Planning. This camera recorded a wide-shot of the interview, because it was positioned between the other two cameras and focused on both people simultaneously throughout the entire interview. The resolution and speed of each camera was set to 1080p at 30 frames per second, which is the standard display rate of most video players. Three 32-gigabyte (GB) Secure Digital (SD) memory cards, one for each camera, were needed to store the recording of each interview.

All interviewers were graduate students at the University of Hawaii at Manoa. Most of them had enrolled in PLAN 604: Qualitative Methods in Planning, a graduate-level course offered by Professor Karen Umemoto of the Department of Urban and Regional Planning during spring semester of 2014. In response to her invitation, Dr. Warren Nishimoto, Director of the UH Center for Oral History, taught the students how to conduct an oral history interview. To comply with training requirements of the UH Human Studies Program, the P.I. and all interviewers successfully completed the Social and Behavioral Research – Basic/Refresher Course, which was offered online by the Collaborative Institutional Training Initiative (CITI) at the University of Miami. Table 3 identifies the narrators and their student interviewers, along with the dates of the recorded second interview in Studio B. Each student initially did some background research on the person that he or she selected or was asked to interview. As part of

that research, a few students consulted with APA Hawaii Chapter members who knew the life and/or work of the interviewee. The P.I. kept handwritten notes of what was said during each interview. This idea was suggested by Henry Mochida, a Ph.D. student in planning with extensive experience as a filmmaker.

Narrators were informed that the recorded interviews were intended for public use and may be used in publications and possibly for distribution on the Internet. Consequently, recorded interviews were initially saved onto SD memory cards and later transferred to a set of DVDs for that purpose. These DVDs will be archived and kept in the Department of Urban and Regional Planning (DURP) on the campus of the University of Hawaii at Manoa as resource materials for future planners and researchers. Narrators were also told that copies of both the final report and the interviews would be sent to APA in electronic form. The grant agreement indicated that APA would store these items in their library and make them available to all APA chapters. The grant agreement stated that APA would decide whether it was appropriate to market the final product exclusively through APA Planning Books.

### **3. Transferability**

The project developed a protocol that may serve as a model for other APA chapters. Table 4 summarizes the interview protocol in 13 steps. The first step was to send a letter of invitation to each of the 10 people selected by the Steering Committee. (See Appendix B.) The letter, which was jointly signed by the Principal Investigator (P.I.) and the President of the APA Hawaii Chapter, explained the purpose of the project and pertinent details of the interview process. A trained interviewer then contacted the narrator by telephone or email to establish a date, time and place for the first interview. As stated previously, the purpose of the first interview was threefold: (a) gather basic biographical information about the person (Appendix C); (b) identify five to ten potential questions and topics for the second interview (Appendix D); and (c) obtain his or her informed written consent (Appendix E). Narrators were reminded that they could decline to answer any question asked throughout their participation in the study. The first interview, which took about 45 minutes, was conducted either by telephone or in person at a date, time and place convenient for both parties.

As stated in Section 2, the purpose of the second interview was to obtain the personal experiences and perspectives of the narrator on major planning issues, events, and trends in Hawaii. This interview was expected to be more open-ended and conversational. In addition to information gathered in the first interview, each interviewer was asked to do background research on their assigned narrator. Both interviewers and narrators were provided with potential questions and topics for the second interview. (See Appendix D.) This interview was held in Studio B of the UH Media Lab at KHET-TV, adjacent to the UH Manoa campus, because video and audio equipment could be rented from the Lab at affordable prices. The studio was not used to broadcast the interview, but to improve the audio and visual quality of the recording. This interview took between one and two hours to complete, but averaged about 90 minutes in most cases.

Interviewers included several graduate students in the College of Social Sciences who were currently enrolled at the University of Hawaii at Manoa. The P.I. and all interviewers

received several types of training for this project. First, the P.I. and all interviewers completed courses in human subjects protection offered online by the Collaborative Institutional Training Initiative (CITI) at the University of Miami. Table 5 shows when the P.I. and each student interviewer completed CITI's Social and Behavioral Research – Basic/Refresher Course. In addition, the P.I. completed a course on Health Information Privacy and Security. All of these courses were taken to comply with requirements of the UH Human Studies Program. Second, Dr. Warren Nishimoto, Director of the UH Center for Oral History, agreed to train interviewers on how to conduct personal interviews involving oral histories. His two-hour training session was held on Monday, February 24, 2014. The project P.I. also gave each interviewer a set of guidelines to follow. (See Appendix F.)

After all recorded interviews were transferred from SD memory cards onto DVDs, the P.I. sent a thank-you letter (Appendix G) and a copy of the DVD to each narrator. The letter asked the narrator to review the recording and to complete and return the 'Authorization to Release Interview Recording' form. (See Appendix H.) All seven narrators gave their written consent to release their recorded interview on DVD to APA.

#### **4. Lessons Learned**

This section discusses lessons learned and steps taken that other APA chapters would be wise to follow (or avoid) to assure success.

Mr. George Atta, FAICP, invited Dr. Warren Nishimoto, Director of the Center for Oral History at the University of Hawaii at Manoa, and Assistant Professor Andrew Rumbach of the Department of Urban and Regional Planning at the University of Hawaii at Manoa to meet with the project Steering Committee at its first meeting on April 29, 2013. They briefly described the origin, purpose, and use of oral histories in academic research (Shopes, 2011). According to Dr. Nishimoto, Professor Allan Nevins introduced the technique at Columbia University in the 1940s. Professor Nevins used the technique to record memories of personal histories on audiotapes that could be preserved for future generations. Audiotapes recorded conversations between two people about some aspect of the past considered to be of historical significance. These conversations revealed “the story underneath the story,” the intricacies of decision-making previously unknown, personal rivalries and alliances, and the various motives underlying public actions that could be absent from the public record (Budge, 2013).

According to Sinclair (2008), there are multiple ways to organize an oral history project as indicated by the list below:

- “Autobiographical – one person’s full life history (chronological and inclusive)
- Topical – particular historical event or location – Family history; Migrations; WWII, Great Depression, Vietnam, neighborhood experience, changes in the landscape, floods, War and Peace, etc.
- Genealogical – focus on ancestors, past generations
- Skills or occupations – demonstrates changes in how work was conducted in the past
- Social History – includes cultural and religious practices, gender roles, everyday life
- Folklore – favorite songs, poems, local legends, games and other pastimes” (p. 4)

Given several ways to organize the project, the Steering Committee favored the autobiographical approach, but expressed hope that interviews would also focus on important local planning topics (e.g., Honolulu's rail transit project). The recorded interviews on DVDs present the biographies of seven distinguished planners and their personal views on local planning issues. Thus, the final product of the project is consistent with the Steering Committee's preference in this regard.

Dr. Nishimoto noted that the number of interviews would determine the scope of the project. He urged selection of interviewees based on their age, health, and area of expertise. He preferred to use students as interviewers, because the process of collecting oral histories represented the process of transferring the wisdom of an older generation to the younger generation. He also suggested that each person be interviewed at least twice. A short pre-interview would be followed by the recorded interview of about 90 minutes in length. The purpose of the initial interview would be to gather basic biographical information and to help craft questions for the second interview. The project adopted Dr. Nishimoto's suggestion of using students to do a two-part interview (as described in Section 2), primarily because the initial interview provided students with an opportunity to become acquainted with the interviewee and his or her interests prior to the recorded interview.

Dr. Nishimoto's concepts provided the Steering Committee with a strong rationale for excluding 'narrators' under 60 years of age. However, some people questioned why the list (as shown in Table 2) had only nine women and very few planners of Hawaiian ancestry. And others questioned why the project excluded younger people. For example, one student informed the P.I. that he was ethnically opposed to the project, because of the focus on 'senior planners.' In an email to the P.I. on March 10, 2014, the student wrote: "This is exactly the hero-narrative that Sandercock and Attili sought to oppose in seeking heterogeneous narratives (to challenge the meta-narrative), also what the postmodern turn in planning was seeking to avoid." Nevertheless, the Steering Committee did not revise their original list, primarily because they didn't know how much longer the 38 selected 'senior planners' would be alive. Indeed, two of the 38 people on the list (namely, Don Clegg and Peter Nakamura) did pass away after the list was made and before one of them (Don Clegg) could be interviewed. Table 2 gives the date when each one died.

In addition to training students in how to conduct an 'oral history' interview, Dr. Nishimoto also trained them in how to record the interview with a video camera mounted on a tripod sitting next to the interviewer. Thus, the interviewer's image was not recorded, but his or her voice would be recorded, because a microphone was attached to each speaker. The P.I. experimented with this technique with three students enrolled in his planning research methods course (PLAN 655) during the fall semester of 2013. The students took turns interviewing each other using a Canon camcorder and a Sennheiser wireless microphone system with lavalier mics. These interviews occurred in a classroom (Saunders 119) of the Department of Urban and Regional Planning (DURP) at the University of Hawaii at Manoa on November 12, 2013. Juliette Budge, a Ph.D. student in urban and regional planning, volunteered to train the three students and the P.I. in how to use the department's camera and audio equipment.

To assess the quality of the recording, the P.I. showed video footage of this experiment to his wife and her sister, who was visiting Honolulu from New York City. Based on their comments about this experiment, the P.I. came to the preliminary conclusion that all project interviews should be recorded in a professional studio that had better acoustics and lighting than a university classroom. For technical advice, the P.I. consulted three faculty at the UH Academy of Creative Media (Gregg Ambrosius, Lisette Flanary, and Anne Misawa) and Mr. Don Kozono, Director of the UH Media Laboratory. Their advice convinced the P.I. that studio recordings using two or more cameras operated by trained people would improve the quality of the final product and increase its market potential. However, it would necessitate hiring an editor to integrate the raw footage from each camera into a “movie” of professional quality. Given that the grant agreement stated that the market potential of the final product would be evaluated by APA’s Director of Marketing, the P.I. concluded that a “movie” of professional quality was a desirable end goal.

The P.I. was convinced that this decision was correct when Mr. Jim Camara, a former producer at O’lelo Community Television in Honolulu, expressed interest in the final product. To increase the marketability of the final product, Mr. Camara advised the P.I. to include “B-roll” in the ‘movie.’ For the purpose of this project, B-roll would largely be still photographs and/or newspaper clippings inserted into the movie during post-production to illustrate important topics of the recorded conversation. In the process of preparing a seminar on the project at UH Manoa on October 24, 2014, the P.I. discovered that it was relatively easy to find relevant photographs, newspaper clippings, and other images on the Web. However, their legal use in a marketable movie was uncertain, because he could not determine whether the material found on the Internet was protected by copyright. Consequently, the P.I. attended a workshop that was offered by the Department of Art and Art History at the University of Hawaii at Manoa on March 17, 2015. The workshop provided tips for finding and making legal use of images from the Internet. (See Appendix J.)

Both Gregg Ambrosius and Don Kozono advised the P.I. that it would be desirable to use three cameras during each interview. The UH Media Lab is housed in Studio B of Honolulu’s Public Broadcasting Station (KHET-TV), which is within convenient walking distance of the campus of the University of Hawaii at Manoa. Mr. Kozono recommended that one camera should focus on the interviewer, another should focus on the interviewee or ‘narrator,’ and a third camera should focus on both persons. He said that three camera angles would help to sustain viewer interest during long interviews, reinforce the perception of three-dimensional space, and retain the possibility of producing a program for broadcast on public television in the future, if that option became feasible in the future. Consequently, the P.I. decided to record the interviews using a high-definition (HD) format. The studio setting was kept very simple and consistent for each interview to reduce the cost. The stage had two chairs, one on each side of a small table, and long black curtains in the background. The setting was inspired by the TV program “Charlie Rose” on PBS.

The UH Media Lab, which used Studio B at the KHET-TV station, had its own video cameras and audio equipment. Although the equipment required trained operators, the equipment and studio could be rented at affordable prices and the studio was adjacent to the UH Manoa campus. Consequently, the P.I. posted a “job call” flyer to recruit equipment operators.

(See Appendix I.) A few of the hired operators had to be trained in the use of the equipment. And all of them had to be certified by Mr. Kozono prior to using the equipment. Cheryl Sakai, who had worked as a Production Coordinator at KHET-TV, told the P.I. that only two cameramen would be needed to operate the three cameras, because the focus of the wide-shot camera could be fixed. Consequently, the P.I. decided to use his department's camcorder for that purpose and rent just two video cameras along with two microphones and an audio mixer from the UH Media Lab.

It took about 45 to 60 minutes prior to the start of the interview to set the stage and equipment and to position lights and about 30 minutes to dismantle the equipment after the interview. Microphones were attached to the upper bodies of the interviewer and interviewee and then connected to the two cameras and the audio mixer that the project rented from the UH Media Lab. One camera focused solely on the interviewer and the other focused solely on the interviewee. If necessary, light makeup was applied to remove shine on their faces. The P.I. assumed that the edited version of the movie would primarily use footage from these two cameras. He also assumed that footage from the wide-shot camera would be inserted into the movie occasionally to make it more interesting.

The grant agreement stipulated that the recorded interviews would be stored on DVDs and sent to the project sponsors along with the the final report. The P.I. also needed to provide each interviewee with a copy of his or her interview on DVD to gain their release of the recording. (See Appendix G and Appendix H.) This step was necessary to comply with a stipulation imposed on the project by the UH Human Studies Program. However, an unanticipated problem arose during the process of trying to burn standard 4.7 GB DVDs using high-definition footage of the recorded interviews stored on SD memory cards. This problem was eventually resolved with technical assistance and instruction from Sandra Moriyama and Matt Parcon of the Digital Media Laboratory at the UH Information Technology Center. They assisted the P.I. using the following steps. The first step was to create an iMovie from footage on the SD card from the wide-shot camera using an iMac desktop computer. The second step was to export the iMovie file into an iDVD file. The third and final step was to burn an initial set of DVD-Rs from the iDVD file. Whenever additional DVD copies were needed, the P.I. used an application known as Toast Titanium (version 12) that he had purchased from Roxio and downloaded over the Internet.

In retrospect, there were several other unanticipated events, delays and problems as described below.

First, substantial progress on the project was delayed during the first five months of the project, because the initial Project Director (George Atta) had been appointed to be Director of the Department of Planning and Permitting by Honolulu mayor Kirk Caldwell. The P.I. inherited the project from him in early November 2013, about one month before the first progress report was due to APA National, the project sponsor. As a result, the P.I. had to put an unfunded research project on hold for the remaining 19 months of the project.

Second, it took three months to gain initial approval of the project from the UH

Institutional Review Board (IRB). The P.I. spent the first month in preparing an Application for New Approval of a Study Involving Human Subjects and in responding to initial comments on an early draft of the application. The process of preparing the application helped to resolve many details related to research design and implementation. Once the application was submitted, it took two more months for the UH Human Studies Program (HSP) to review and approve the project protocol under an expedited review procedure. The HSP finally approved the application for the period from April 3, 2014 to April 2, 2015. The approval letter stipulated that any changes in protocol would have to be reviewed by the HSP. Since project approval came late in the spring semester at UH Manoa, the P.I. and student interviewers were able to schedule and complete only three interviews in April and May of 2014. They were able to complete the remaining four interviews between late August and late November of 2014. On March 11, 2015, the P.I. submitted an application to continue the project for another year. The HSP approved this application, again under an expedited review procedure, for the period from April 5, 2015 to April 4, 2016. Thus, it is possible to do more interviews during that period, if the APA Hawaii Chapter decides to raise funds to continue the project beyond its current suspense date.

Third, Dr. Nishimoto said that each student could be trained to use a video camera which would be focused on the interviewee as the student conducted the interview. The P.I. experimented with this technique during the fall of 2013. However, training all student interviewers to use a video camera became problematic. Consequently, the P.I. decided to hire a camera crew. Once interviews began, the P.I. mistakenly assumed that all students would arrive at the studio appropriately dressed for their recorded interviews, but some students did not. He had asked students to watch a local PBS program titled, "Long Story Short" which aired weekly at 7:30 p.m. on Tuesdays, to gain an idea of what the project was trying to achieve. It's not clear how many students actually watched that program.

Fourth, the audio signal received by the built-in microphone of the wide-shot camera was much too weak whenever the interviewer or interviewee spoke softly. The wide-shot camera used an internal microphone rather than microphones attached to the interviewer and interviewee. This caused potential problems later, because the recordings made by the wide-shot camera were transferred to DVDs. These DVDs were then sent to interviewees, who were asked to authorize their release to the project sponsor. (See Appendix H.) Copies of these DVDs were also sent along with this report to the APA office in Chicago.

Fifth, the average cost of each recorded interview can be reduced substantially, if no plan exists to market the final product as an edited movie. About half of project expenses can be attributed to renting Studio B and its equipment and hiring trained and certified operators to use the equipment.

## **5. Funding and Expenses**

This section discusses both actual and in-kind costs that were incurred by the project. Table 6 shows the funds received by the project from two sources and itemized expenses. The project's \$6,000 budget included \$3,000 from the Chapter Presidents Council and \$3,000 from the APA Hawaii Chapter. Eight of the 10 people selected for the first round of interviews consented to be interviewed. However, the \$6,000 budget limited the total number of interviews to only seven of these eight people, primarily because the average cost of recording each interview in Studio B was \$655. This figure includes studio and equipment rental and paying three people to operate two cameras and an audio mixer. It does not include post-production editing, travel reimbursement for one interviewee, and preparation of DVDs and the final report.

In December of 2013, Cheryl Sakai advised the P.I. that the pay scale of video editors could range from \$25 to \$50 per hour and that about 10 hours of editing would probably be needed per hour of recorded interview. When interviews began in May 2014, it became evident that the decision to use three cameras in a studio to produce a 'movie' of marketable quality meant that the \$6,000 budget could accommodate no more than 10 interviews. It also meant that the APA Hawaii Chapter would probably have to raise funds, if they wanted to complete more interviews and do all of the envisioned post-production editing. However, in spring of 2015, the P.I. was able to hire two high school students who agreed to edit the seven completed interviews for \$9 per hour. The P.I. expected that they would do most of the editing during summer of 2015, because they were unable to work on the project while school was in session during spring of 2015. Consequently, the P.I. set aside about \$1,000 for post-production editing as indicated in Table 6.

The completed project, as described by this report, could not have been accomplished without the work of many people who volunteered their time and effort free of charge. They include the six members of the APA Hawaii Chapter Steering Committee, the nine interviewers and seven interviewees or narrators, and the numerous faculty, staff and students at the University of Hawaii at Manoa who are cited in the Preface at the beginning of the report. Not acknowledged there is the work of the project P.I., who served in effect as the producer and director of the project. He estimated that his work, if expressed on a full-time basis, took the equivalent of four months between June 2013 and June 2015. An estimate of the value of everyone's uncompensated time and service could not be made. However, this value was assumed to be far greater than the \$6,000 that the project received in funding, because the value of the P.I.'s time alone was estimated at \$ 21,500 based on two months of summer overload salary. The work of staff at the Human Studies Program office and the assistance received by the P.I. from the Digital Media Center of the UH Information Technology Center was gratis, because the project was unable to pay the overhead expenses of the University of Hawaii at Manoa.

## **6. Conclusion**

This section will focus on the educational merits and future marketing potential of the project, given that these topics have not yet been fully discussed in this report. As of this writing, the project has produced a set of seven recorded interviews on DVDs. These DVDs were produced from the raw footage recorded by the wide-shot camera. The project is presently

in the process of producing a set of edited 'movies' based on footage from all three cameras. The project expects completion of these movies by the end of this year.

The next logical step is to identify a set of digital photographs, maps and/or newspaper clippings that could be inserted into edited 'movies' to illustrate important topics of the recorded conversations. If any copyrighted material is selected during this process, it will be necessary to gain permission to use the material in this manner. The Executive Committee of the APA Hawaii Chapter will need to decide whether it wants to take this step, because funding presently does not exist to do this work.

At some point in the near future, the APA Hawaii Chapter ought to decide whether it wants to complete more interviews given that the project was able to record only seven interviews. The Chapter should also decide whether it wants to produce an edited documentary in which several narrators discuss their views and opinions on one or more topics relevant to the practice of planning in Hawaii. Table 7 shows that the potential exists for this possibility, because it shows that several questions and topics were discussed by more than one narrator. The documentary could be narrated by a moderator whose voice and image would need to be recorded in a studio setting compatible with that of the recorded interviews. Producing the documentary will require preparation of a script for the moderator and a written transcript of each interview to facilitate the work of the editor.

We envision that the edited recordings on DVDs could be made and sold at a nominal price by APA Planning Books to professional planners and lay people with an interest in the history of planning in Hawaii. Because of their educational value, they could also be used as resource material by faculty and students in the Department of Urban and Regional Planning at the University of Hawaii at Manoa.

## **Table 1. Members of the Project Steering Committee**

George Atta, FAICP  
Director  
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City and County of Honolulu  
808-768-8000  
[gatta@honolulu.gov](mailto:gatta@honolulu.gov)

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Byrnes Yamashita, FAICP (a)  
Director, Federal Services  
AECOM  
808-529-7289  
[byrnes.yamashita@aecom.com](mailto:byrnes.yamashita@aecom.com)

Note:

a) Byrnes Yamashita is now retired.

**Table 2. Potential Narrators**

	<i>Name</i>	<i>Age</i>	<i>Sex</i>	<i>Job Position</i>
1	<b>David Callies, FAICP</b>	70+	M	Professor, William S. Richardson School of Law, University of Hawaii at Manoa
2	<b>James Bell, FAICP</b>	80+	M	Retired Principal, Belt Collins Hawaii
3	<b>Tom Dinell, FAICP</b>	80+	M	Professor Emeritus and Founder, Department of Urban and Regional Planning, University of Hawaii at Manoa
4	George Atta, FAICP	60+	M	Director, Department of Planning and Permitting, City and County of Honolulu; Principal, Group 70 International; Past President, APA Hawaii Chapter
5	Ralph Portmore, FAICP	70+	M	Retired Principal, Group 70, International; Past President, APA Hawaii Chapter President, PPDS, LLC
6	Mark Hastert, FAICP	70+	M	Retired Principal, Helber Hastert & Fee Planners
7	<b>John Whalen, FAICP</b>	60+	M	Founding Principal, PlanPacific; Chairman, Board of Directors, Hawaii Community Development Authority
8	<b>Cheryl Soon, Ph.D., FAICP</b>	60+	F	Former Director, Highways Division, Hawaii State Department of Transportation; Former Director, Department of Transportation Services, City and County of Honolulu; Group Manager, SSFM International, Inc.
9	Henry Eng, FAICP	70+	M	Former Director, Department of Planning and Permitting, City and County of Honolulu; Former Planner, Campbell Estate; President, Helps, LLC
10	<b>Harold Masumoto</b>	70+	M	Former Director, Office of State Planning
11	<b>George Ariyoshi</b>	80+	M	Former Governor, State of Hawaii
12	Mary Alice Evans	60+	F	Deputy Director, Office of Planning, Hawaii State Department of Business, Economic Development and Tourism; Past President, APA Hawaii Chapter
13	<b>Elmer Carvalho</b>	80+	M	Mayor, County of Maui
14	Jackie Parnell, FAICP	80+	F	Former Director, Hawaii State Office of Environmental Quality Control; Retired Principal, Parnell & Associates
15	Byrnes Yamashita, FAICP	60+	M	Former Director, Far East Division, Naval Facilities Engineering Command Pacific, U.S. Navy; Former Director, Federal Services, AECOM
16	<b>Don Clegg</b>	80+	M	Former Director, Department of General Planning, City and County of Honolulu (Deceased December 22, 2014)
17	G. Kem Lowry, Ph.D.	70+	M	Professor Emeritus, Department of Urban and Regional Planning, University of Hawaii at Manoa
18	Ramona Mullahey	60+	F	Planner, Department of Housing and Urban Development; Past President, APA Hawaii Chapter
19	<b>Sidney M. Fuke</b>	70+	M	Former Planning Director, County of Hawaii; Sidney M. Fuke Consultant
20	Michael Munekiyo, AICP	60+	M	President, Munekiyo & Haraga, Inc.

21	Susan Sakai	60+	F	Retired Principal, Belt Collins Hawaii
23	Dee Crowell	60+	F	Former Deputy Director, Planning Department, County of Kauai
24	Rick Egged	60+	M	Former Director, Hawaii State Office of Planning; President, Waikiki Improvement Association
25	Frank Brandt	70+	M	Principal, PBR Hawaii
26	Marilyn C. Metz	70+	F	Owner, MCM Planning
27	Abe Mitsuda	70+	M	Retired Staff Planner, Hawaii State Office of Planning
28	Darrell Yagodich	60+	M	Planner, Department of Hawaiian Home Lands
29	Roy Takeyama	80+	M	Attorney associated with the administrations of former Governors John Burns and George Ariyoshi
30	Ramon Duran	80+	M	Former member, State Land Use Commission; Former Planning Director, Department of Parks and Recreation, City and County of Honolulu
31	Gordon Lum	60+	M	Retired Director, Oahu Metropolitan Planning Organization
32	Norman Hayashi	?	M	Hawaii County Planner
33	Laurie Chee	70+	F	
34	Neil Hannahs	60+	M	Director, Land Assets Division, Kamehameha Schools
35	John Waihee	70+	M	Former Governor, State of Hawaii
36	Murray Towill	70+	M	Deputy Director, Office of State Planning, Hawaii State Department of Business, Economic Development and Tourism; Past President, APA Hawaii Chapter
37	Jan Yokota	60+	F	Former Director, Hawaii Community Development Authority; Former Planner, General Growth Properties
38	Peter Nakamura	60+	M	Head, Long-Range Planning Division, Planning Department, County of Kauai; Planner, Princeville Corp. (Deceased November 25, 2013)

Note: Names in **bold** print were selected for the first round of interviews.

**Table 3. Narrators, Interviewers and Dates of the Recorded Interview**

<i>Narrators</i>	<i>Interviewer</i>	<i>Date of Recorded Interview</i>
Cheryl Soon, Ph.D., FAICP	Matt Gonsler, AICP	May 2, 1014
John Whalen, FAICP	Sang-hyoun Pahk	May 8, 2014
Jim Bell, FAICP	Jonathan Sawyer	May 9, 2014
Harold Masumoto	Aurora Viviani (a) Anthony Weersing (b)	August 18, 2014
David Callies, FAICP	Christina Sablan	September 26, 2014
Tom Dinell, FAICP	Keiko Shimazu	October 31, 2014
Sidney Fuke	Traci Yoshiyama (a) Sara Bolduc (b)	November 21, 2014
George Ariyoshi		Unable to schedule interview.
Don Clegg		Declined to be interviewed.
Elmer Cravalho		Declined to be interviewed.

Notes:

- (a) Did the first interview.
- (b) Did the second interview.

#### **Table 4. Interview Protocol**

- Step 1. The P.I. sends the letter of invitation and three enclosures to the narrator (Appendix B).
- Step 2. A ‘trained project interviewer’ contacts the narrator by telephone or email to establish a date, time and place (if face-to-face) for the first interview. The purpose of the first interview is to obtain biographical and other information pertinent to the second interview.
- Step 3. The interviewer conducts the first interview using the Biographical Information Questionnaire (Appendix C), identifies potential questions and topics for the second interview (Appendix D), and collects a signed copy of the ‘Agreement to Participate In ...’ form (Appendix E) from the narrator, if the P.I. has not yet received it.
- Step 4. The interviewer delivers the signed ‘Agreement to Participate In ...’ form (Appendix E) to the P.I., who keeps it on file in his office (Saunders 107A) at DURP, UH Manoa. The interviewer keeps the completed Biographical Information Questionnaire (Appendix C) in a secure place until the second interview is completed.
- Step 5. The interviewer discusses results of the completed Questionnaire with the P.I. If necessary, the interviewer contacts his or her APA Hawaii Chapter ‘coach’ to receive advice on topics and questions selected by the narrator for the second interview.
- Step 6. The P.I. then determines possible dates and times for the second personal interview based on the schedules of the narrator, interviewer, and the camera and audio equipment operators, as well as the availability of Studio B of the UH Media Lab at KHET-TV.
- Step 7. The P.I. then notifies the narrator, interviewer, equipment operators, and the Director of the UH Media Lab of the date, time and place for the narrator’s second interview.
- Step 8. The second interview is recorded in Studio B of the UH Media Lab at the given date and time.
- Step 9. The interviewer delivers the completed Biographical Information Questionnaire to the P.I. He collects and secures the SD memory cards used by the cameras for this interview. The P.I. also makes two backup copies of the recording and maintains secure custody of the Questionnaire and all invoices for expenses related to the second interview in his office.
- Step 10. The P.I. burns five copies of DVDs from raw footage of the digital recording made by the wide-shot camera, which was fixed to record images of the interviewer and the narrator simultaneously.
- Step 11. The interviewer sends a thank-you letter (Appendix G) along with a copy of the recorded second interview on DVD to the narrator for his or her approval.

**Table 4. (continued)**

- Step 12. The narrator reviews the recording of his or her interview on DVD. If the recording is satisfactory, the narrator completes and returns a signed copy of the 'Authorization to Release Interview Recording' form (Appendix H) to the P.I.
- Step 13. The P.I. supervises the work of two student editors who integrate raw footage from each of the three cameras into an iMovie digital file. The P.I. burns a set of DVDs from the edited iMovie file and stores them in his office until they can be archived in the Department of Urban and Regional Planning at the University of Hawaii at Manoa.

**Table 5. Interviewers and CITI Completion Dates**

<u>Principal Investigator</u>	<u>CITI Completion Dates</u>
Peter G. Flachsbart, Ph.D., AICP	Basic Refresher - January 26, 2014 HIPS – February 6, 2014
<u>Student Interviewers</u>	<u>CITI Completion Dates</u>
Sara Bolduc	Basic Refresher – October 14, 2014
Matthew Gonser, AICP	Basic Refresher – February 2, 2014
Sang-hyoun Pahk	Basic Refresher – February 14, 2014
Christina Sablan	Basic Refresher – February 3, 2014
Jonathan Sawyer	Basic Refresher – January 27, 2014
Keiko Shimazu	Basic Refresher – January 26, 2014
Aurora Viviani	Basic Refresher – September 16, 2013
Anthony Weersing	Basic Refresher – February 4, 2014
Traci Yoshiyama	Basic Refresher – January 15, 2014

Notes:

CITI – Collaborative Institutional Training Initiative

HIPS – Health Information Privacy and Security

**Table 6. Project Funds and Expenses**

Funds

CPC Grant from APA National		
APA Hawaii Chapter Matching Funds		\$3,000.00
		<u>\$3,000.00</u>
		\$6,000.00

Expenses

Rental of UH Media Lab Studio B and Equipment		
Floor space + lighting and control board	\$209.25	
Canon XA10 camera package	\$480.00	
Sony ECM 77B lavalier microphones	\$92.80	
Shure FP-33 stereo audio mixer	<u>\$207.20</u>	
	\$989.25	\$989.25
Equipment Operators		
1 crew chief: 15 hours x \$45 per hour	\$675.00	
Camera: 42 hours x \$25 per hour	\$1,050.00	
Audio mixer: 14 hours x \$25 per hour	\$350.00	
UH Media Lab staff support	<u>\$132.00</u>	
	\$2,207.00	\$2,207.00
Post-production Editing		
105 hours x \$9 per hour		\$945.00
Travel for narrator from Hilo		
Airfare	\$149.08	
Rental car	\$43.01	
Parking	\$22.00	
4% general excise tax	<u>\$8.91</u>	
	\$223.00	\$223.00
Services and Supplies		
U.S. Postage	\$37.75	
Photocopies	\$43.73	
Batteries	\$81.72	
22 SD memory cards	\$1,080.92	
25 blank DVD-R	\$19.88	
HP ink, envelopes and mailing labels	\$47.05	
Leis and water bottles	\$57.82	
COMEX oil, loose powder and two brushes	\$32.40	
Apple External Drive - 1 Terabyte	\$104.66	
Gigaware 6" Mini USB cable	\$25.12	
Toast 12 Titanium - ESD software	<u>\$104.70</u>	
	\$1,635.75	<u>\$1,635.75</u>
Total		\$6,000.00

**Table 7. Questions and Topics by Narrator**

Questions Answered by <u>Several Persons</u>	<u>Jim Bell</u>	<u>David Callies</u>	<u>Tom Dinell</u>	<u>Sidney Fuke</u>	<u>Harold Masumoto</u>	<u>Cheryl Soon</u>	<u>John Whalen</u>
How and why did you become a planner?	x	x	x	x	x	x	x
How has the rationale for planning and the role of the planner evolved in Hawaii?	x	x	x	x	x	x	x
What makes for a 'good' plan?	x	x		x	x	x	x
How does politics affect the planning process?	x	x	x	x	x	x	x
What are examples of planning successes, failures and missed opportunities in Hawaii?	x	x	x	x	x	x	x
What is the role of public participation in planning?		x	x	x		x	
What is your view of the rate of and limits to growth in Hawaii?	x	x		x	x		
What emerging issues or shifts have you seen in the public policy agenda?	x	x	x	x	x	x	x
What advice can you give to current and future planners?	x	x	x	x	x	x	x
What lessons have you learned as director of a planning agency?				x	x	x	x
Why does land development take so long in Hawaii?		x	x	x	x		x
What perspectives did you gain during your career?	x	x	x	x	x	x	x
<b>Topics Discussed</b>							
<u>by Several Persons</u>							
Hawaii State Land Use Law		x	x	x	x		
Planning functions at the state and county levels		x	x	x	x	x	
HCDA's plans for redevelopment of Kaka'ako	x	x			x		x
Evolution of planning for Honolulu's rail transit project	x	x	x			x	x
Planning and construction of the H-3 freeway					x	x	

**Table 7. (continued)**

Topics Discussed by Several Persons (continued)	<u>Jim Bell</u>	<u>David Callies</u>	<u>Tom Dinell</u>	<u>Sidney Fuke</u>	<u>Harold Masumoto</u>	<u>Cheryl Soon</u>	<u>John Whalen</u>
Climate change, sea level rise and the need for disaster planning	x				x		x
Planning for the City of Kapolei on the Ewa Plain					x	x	
<b>Questions Answered by Just One Person</b>							
Was development of the Puna District in Hawaii County a mistake given the recent lava flow threat to Pahoia Town?				x			
What is the role of the state and counties in setting agricultural policy?				x			
What makes planning in Hawaii different from other states?		x					
What is the role of the courts in land use planning?		x					
What are Hawaii's economic advantages and disadvantages?					x		
What are your rules for planners?			x				
<b>Topics Discussed by Just One Person</b>							
The 1960 tsunami leads to Hilo Bayfront Plan	x						
Planning resort developments in other countries	x						
The 1964 and 1977 general plans for Honolulu							x
Honolulu's civic center plan							x
Revitalization of Waikiki after 9/11 and the Hawaii 'sense of place' movement						x	
Proposal to widen the Hanalei bridge on the north shore of Kauai						x	
Founding of DURP at UH Manoa			x				
The age-friendly city project			x				
Honolulu's waterfront plan					x		

**Table 7. (continued)**

Notes:

DURP - Department of Urban and Regional Planning

HCDA - Hawaii Community Development Authority

UH Manoa - University of Hawaii at Manoa

## References

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Sinclair, Donna. 2008. Guide to Oral History: Oral History Workshop, April 3, 2008, Coos Bay, Oregon.

## Appendix A. The Narrators

### **Jim Bell, FAICP**

#### *Education*

B.S., Land Planning, Cornell University, 1956

M., Regional Planning, Cornell University, 1957

#### *Professional Experience - Selected*

Planner with various public agencies and private firms in California, New York, Oregon and Hawaii, 1957-1963

Directed a statewide program of planning assistance to various cities and counties in State of Oregon, 1963-1967

Chief Planner, Belt Collins, Honolulu, 1967-1974

President, Belt Collins, Honolulu, 1975-1988

Chairman, Belt Collins, Honolulu, 1989-2013

*What major events or significant changes have you witnessed in Hawaii?*

- 1) Shift in economic base from agriculture to tourism and military.
- 2) First State Plan, 1960
- 3) Land Use Law, 1961

*Please recall a few key events that affected your professional life. Please identify these events and when they occurred?*

- 1) Played a key role in shaping Hawaii's land policy as an expert witness in major land litigation cases, including the landmark U.S. Supreme Court ruling on Hawaii's Land Reform Act.
- 2) In 1960, a tsunami revealed the vulnerability of the City of Hilo on the Island of Hawaii. The City of Hilo adopted his firm's land use plan to create a huge open space along Hilo Bay and inland to the maximum run-up and elevation reached in the 1946 and 1960 tsunamis. The open space becomes Kaiko'o Park in 1971.
- 3) Since the mid-1960s, he has worked on several resort destination projects on Mauna Kea Beach Resort, Mauna Lani Beach Resort, Hualalai Resort, and Waikoloa Beach Resort on the West Coast of Hawaii County.
- 4) At the advice of a local bank economist, he shifted his firm's expertise from Hawaii to the Asia-Pacific. He has worked on projects in New South Wales, Australia, and a residential resort in Indonesia.
- 5) Worked on master plans for most of Hawaii's private schools including Punahou School, Iolani School, Mid-Pacific Institute, Kamehameha School, and Hawaii Preparatory Academy.

**David L. Callies, FAICP**

*Education*

A.B., Political Science and Economics, DePauw University, 1965

J.D., Law, University of Michigan, 1968

LL.M., Town Planning Law, the University of Nottingham, 1969

*Professional Experience – Selected*

Managing Editor, Journal of Law Reform, University of Michigan, 1967-1968

Special Assistant State's Attorney, McHenry County, Illinois, 1969

Partner and Associate, Ross, Hardies, O'Keefe, Babcock and Parsons of Chicago, 1969-1978

Benjamin A. Kudo Professor of Law, William S. Richardson School of Law, and affiliate faculty, Department of Urban and Regional Planning, the University of Hawaii at Manoa, 1978-present

*What major events or significant changes have you witnessed in Hawaii?*

- 1) Growth of downtown Honolulu
- 2) The end of plantation agriculture
- 3) Substantial increase in the numbers, capacity, and sophistication of neighbor island planning staff
- 4) Continued professionalization of Honolulu's Department of Planning and Permitting
- 5) The failure of the Democratic Party in Hawaii to continue to be a party with fresh ideas, but instead becoming more interested in holding onto power.
- 6) Now all land use controls (zoning, subdivision regulations, etc.) have to be consistent with the General Plans and Development Plans at the county level.
- 7) The shrinking of the state functional plans to much shorter documents. The decisions of the Land Use Commission and the Department of Land and Natural Resources Land Board need to be consistent with the state plan and the functional plans, but those plans are so broad and general that almost anything will do.

*Please recall a few key events that affected your professional life. Please identify these events and when they occurred?*

- 1) Joining the Babcock firm in Chicago, because the firm had a national land use practice.
- 2) Being a co-author with Fred Bosselman of *The Quiet Revolution in Land use Control*
- 3) Professors Dan Mandelker at Washington University and Paul Farmer at the University of Wisconsin at Milwaukee got me interested in teaching.
- 4) The birth of my daughter, Sarah, motivated me to accept a position at the William S. Richardson School of Law, University of Hawaii at Manoa, because my previous position required a lot more traveling.

## **Tom Dinell, FAICP**

### *Education*

B.A., Political Science, Brown University, 1949

M.P.A., University of Michigan, 1950

### *Professional Experience – Selected*

Budget Examiner, U.S. Bureau of the Budget, 1950

Administrative Assistant, City of East Cleveland, Ohio, 1953-1955

Consultant, Public Administrative Service, Chicago, Illinois, 1955-1959

Program Budget Analyst, Bureau of the Budget, State of Hawaii, 1959-1960

Director and Researcher, Legislative Reference Bureau, University of Hawaii, 1960-1965

Director of an experimental continuing education program, University of Hawaii at Manoa, 1966-1967

Director of the Pacific Urban Studies and Planning Program [predecessor academic unit to the Department], University of Hawaii at Manoa, 1969-1971

Founder and Chair, Department of Urban and Regional Planning, University of Hawaii at Manoa, 1971-1986

Diocesan Director, Catholic Charities in the State of Hawaii, 1988-1995

### *What major events or significant changes have you witnessed in Hawaii?*

- 1) The demise of the plantation economy and the Big Five corporations in Hawaii.
- 2) The rise of Hawaii's tourism economy following Statehood in 1959 and made possible by the introduction of jet airline travel.
- 3) Close to 50% of marriages in Hawaii today are now of mixed race or ethnicity.
- 4) The state's population has more than doubled in the last 50 years and has become older on average.
- 5) A broad consensus about the state's desired future has completely disappeared.
- 6) Planning now focuses on regulation and immediate issues in spite of a plethora of general and development plans.

### *Please recall a few key events that affected your professional life. Please identify these events and when they occurred?*

- 1) Worked as an assistant to the city manager in East Cleveland, Ohio (circa 1962).
- 2) Helped to conduct a study of the Winston Salem and Forsyth County segregated school systems (circa 1965) just after the Brown vs. Topeka Board of Education decision was rendered by the U.S. Supreme Court.
- 3) Worked as a researcher and then director of the Hawaii Legislative Reference Bureau from 1961 to 1965.
- 4) Took on the role of counsel in defending an unpopular professor in an academic freedom case at the University of Hawaii at Manoa.
- 5) Led the building of the Department of Urban and Regional Planning, a new academic department, at UH Manoa.

## **Sidney Fuke**

### *Education*

B.A., Political Science, University of Hawaii at Manoa, 1968

M.U.P., Urban Planning, University of Illinois, 1971

### *Professional Experience – Selected*

Planner, County of Hawaii Planning Department, 1971-1973

Deputy Director, County of Hawaii Planning Department, 1973-1976

Director, County of Hawaii Planning Department, 1976-1985

Owner, Sidney Fuke Planning Consultants, 1986-present

*What major events or significant changes have you witnessed in Hawaii?*

- 1) State population growth approaching 1.5 million
- 2) Demographics have changed significantly
- 3) Economy changed from agriculture to tourism
- 4) Technology boom

These changes have deep impacts on society. They taught him to be mindful of population shifts and to understand what communities are looking for. They also taught him to be aware of the issues in each community and how plans or proposals will affect these communities, while at the same time keeping in mind the different definitions of community that one uses.

*Please recall a few key events that affected your professional life. Please identify these events and when they occurred?*

- 1) The Pacific Urban Studies and Planning Program at UH Manoa provided him with a stipend while he attended the University of Illinois. It also provided him with work during the summer, which gave him practical experience and contributed to his later success as a professional planner.
- 2) Mayor Shunichi Kimura appointed him to be the Director, County of Hawaii Planning Department in 1976. The position of Planning Director gave him an opportunity to manage and take part in policy-making and politics, which expanded his skill set.
- 3) His decision to become a private planning consultant of his own firm in 1986, when he was not reappointed Planning Director of the County of Hawaii.

## **Harold Masumoto**

### *Education*

B.A., Political Science, University of Hawaii at Manoa, 1960

M.A., Political Science, University of Hawaii at Manoa, 1967

J.D., Law, George Washington University, 1974

### *Professional Experience – Selected*

Research Assistant to the Executive Director of Community College Services, University of Hawaii, 1964-1971

Assistant to President Fujio Matsuda, University of Hawaii, 1974-1976

Vice President, Administration, University of Hawaii, 1977-1986

Assistant to Governor John Waihee, State of Hawaii, 1987

Director of Planning, Office of State Planning, State of Hawaii, 1987-1994

Executive Director, Research Corp. of the University of Hawaii, 1994-2003

President, Pacific International Center for High Technology Research, 2003-2005

Project Manager, PICHTR, 2005-present

*What major events or significant changes have you witnessed in Hawaii?*

- 1) Hawaii becomes the 50<sup>th</sup> state in 1959
- 2) Growth of tourism industry
- 3) Demise of sugar and pineapple as agricultural exports
- 4) Japanese economic “bubble,” 1984-1989

*Please recall a few key events that affected your professional life. Please identify these events and when they occurred?*

- 1) I worked as a Business Manager for the Director of Community College Services at the University of Hawaii from 1964 to 1971, after serving as a 2<sup>nd</sup> Lt. in the U.S. Army Infantry from 1960 to 1962.
- 2) I attended law school at George Washington University on the G.I. Bill from 1971-1974.
- 3) Following graduation from law school, I worked in administration at the University of Hawaii from 1974 to 1986.
- 4) Invited to be Gov. John Waihee’s assistant when he was elected in 1986.
- 5) Gov. Waihee appointed me Director, Office of State Planning, State of Hawaii in 1987. I served in the office for eight years.

## **Cheryl Soon, Ph.D., FAICP**

### *Education*

B.A., Government, Colby College, 1970

M.A., City Planning, Harvard University Graduate School of Design, 1975

Ph.D., Urban and Regional Planning, University of Hawaii at Manoa, 2009

### *Professional Experience – Selected*

Assistant, Community Organization, City of Boston, 1970-1974

Consultant, Centaur Consultants, Washington, DC, 1975-1977

Executive Director, Oahu Metropolitan Planning Organization, 1977-1983

Director, Highways Division, Hawaii State Department of Transportation, 1983-1987

Deputy Secretary, Executive Office of Transportation, State of Massachusetts, 1988-1992

Consultant and Vice President, Frederic R. Harris, Massachusetts, 1992-1994

Director and Chief Planning Officer, City and County of Honolulu, 1994-1996

Director, Department of Transportation Services, City and County of Honolulu, 1996-2004

Group Manager of Planning, SSFM International, Inc., 2008-present

### *What major events or significant changes have you witnessed in Hawaii?*

- 1) Transformation from an agriculture economy (sugar and pineapple) to a visitor/military and more diverse economy.
- 2) Adoption of transportation infrastructure for these new industries.
- 3) Awakening of a “sense of place” and protection of both natural resource and historic places; and the power struggles associated with this.
- 4) Evolution from a very paternalistic society and government to one more inclusive and open.

### *Please recall a few key events that affected your professional life. Please identify these events and when they occurred?*

- 1) H-3 struggles, including the congressional debate in 1970s – 1980s.
- 2) Multiple “generations of rail” from 1970s to present.
- 3) Waiahole Ditch contested case hearing, 1992
- 4) Rejuvenation of Waikiki (early 2000s)
- 5) Honolulu Vision Program (early 2000s)

## **John Whalen, FAICP**

### *Education*

B.A., Political Science and Pre-Architecture, Rutgers University, 1966

M.A., Public Law and Government, Columbia University/City University of New York, 1968

Certificate, International Fellows Program, Columbia University, School of International Affairs, 1972

M.S., Urban Planning, School of Architecture, Columbia University, 1972

### *Professional Experience – Selected*

Community Planner, Bucks County Planning Commission, Doylestown, Pennsylvania, 1972

Director, Public Health and Agricultural Outreach Program in Guatemala, 1972-1974

Environmental Planner, Department of General Planning and Land Utilization, 1974-1978

Planning Division Chief, Department of Housing and Community Development, City and County of Honolulu, 1979-1981

Senior Associate, EDAW, Honolulu, 1981-1983

Urban and Regional Planning Consultant, Honolulu, 1984

Director, Department of Land Utilization, City and County of Honolulu, 1985-1989

President, PlanPacific, Inc., Honolulu, 1990-2015

Chairman, Board of Directors, Hawaii Community Development Authority, 2015 – present

*What major events or significant changes have you witnessed in Hawaii?*

- 1) Shift in economic base from plantation agriculture to tourism
- 2) Hawaiian revival
- 3) Demographic shifts

*Please recall a few key events that affected your professional life. Please identify these events and when they occurred?*

- 1) Working with Lane Kendig in Bucks County, Pennsylvania; this work eventually led to the publication of *Performance Zoning* in 1980
- 2) Antiwar and civil rights movements of 1960s, which led him to be a conscientious objector to Vietnam War in 1968
- 3) Planner/Intern in Ecuador for United Nations in 1971
- 4) Director of Department of Land Utilization, City and County of Honolulu, 1985-1989

**Appendix B. Letter of Invitation**  
(on APA Hawaii Chapter Letterhead)

[Date]

[Name of Participant]

[Street Address]

[City, HI Zipcode]

Dear \_\_\_\_\_,

The Hawaii Chapter of the American Planning Association (APAHI), its Fellows of the American Institute of Certified Planners (FAICP), and the University of Hawaii at Manoa Department of Urban and Regional Planning (DURP) have entered into a unique partnership to collect oral histories focusing on 50+ years of land use and infrastructure planning in the State of Hawaii. Our Hawaii Planning Oral Histories/Recording Project (the project) is designed to support the APA Hawaii Chapter's program of continuing education and professional development of chapter members, students, and others interested in Hawaii's planning issues.

In 2013, the project received a small grant from the American Planning Association to produce a series of oral histories of major planning issues, projects, and programs in the State of Hawaii from the early days of Statehood to the present. To achieve this goal, we intend to perform a series of interviews with distinguished planners, including several AICP Fellows, and prominent public officials and professionals. We are writing to you because the project's Steering Committee highly recommended you as a potential interviewee.

If you are willing to be interviewed, a trained graduate student of UH DURP will conduct two personal interviews. Each student completed a two-part training process. Training began with an online course on the ethics of conducting research with human subjects by the Collaborative Institutional Training Initiative (CITI) of the University of Miami. Subsequently, Dr. Warren Nishimoto, Director of the UH Center for Oral History, taught our students the basic principles of conducting interviews that involve taking oral histories.

The purpose of the first interview will be to gather your biographical information and to identify potential questions and topics for the second interview. The first interview (see enclosed Biographical Questionnaire) will take about 45 minutes to complete. This interview will be conducted either by telephone or in person at a convenient date, time and place. At the end of this interview you will be asked to select five to ten questions and/or topics from the enclosed list for the second interview.

The second interview will take about 90 minutes and will occur on a different date and time. This interview will take place at the UH Media Lab studio at KHET-TV, located at 2350 Dole Street in Honolulu, Hawaii. We are not using their studio to broadcast your interview, but to improve the audio and visual quality of the recording on videotape. If you reside on a Neighbor Island, you will be reimbursed for travel expenses incurred by air and ground transportation to and from Oahu. A senior member of APA Hawaii Chapter may be present during the second interview.

Project interviews are intended for public use and may be used in publications and possibly on the Internet. The video recording of the second interview will be stored on digital media, which will be archived in the library of the Department of Urban and Regional Planning

on the UH Manoa campus as resource materials for future planners and researchers. Our grant from APA requires that we provide them with copies of our final report and interviews on DVDs. APA intends to store these items in their library and make them available to all APA chapters. They may also market them exclusively through APA Planning Books.

Please be advised that your participation in this project is voluntary and you may withdraw from participation at any time. Since your interviews will be available to a broad audience, we are enclosing two copies of an 'Agreement to Participate In' form for your review and signature. As stated on this form, you may elect not to answer any question at any time for any reason and the reason does not need to be disclosed. If you are willing to participate, please sign and date both copies of this form. Return one copy of this form using the enclosed envelope. We will give you an opportunity to review the recording of your second interview on DVD before we send it to the national APA office in Chicago. If the recording is not satisfactory, we will destroy our recordings of your interview and your participation in this project will end.

A member of our staff will contact you in the near future to answer your questions about the project and to schedule your first interview. Meanwhile, you may send to us copies of any items that you would like to share with us. These may include copies of favorite personal photos, newspaper clippings, letters of commendation, etc. Please let us know if you do not want to participate in this project.

Sincerely yours,

Peter Flachsbaart, Ph.D., AICP  
Project Principal Investigator  
Professional Development Officer  
APA Hawaii Chapter  
Phone: 956-8684  
Email: [flachsba@hawaii.edu](mailto:flachsba@hawaii.edu)

Gail Atwater, AICP  
President, APA Hawaii Chapter  
Phone: 842-1133  
Email: [atwater.apa@gmail.com](mailto:atwater.apa@gmail.com)

Enclosures:

Two copies of the 'Agreement to Participate In' form and one addressed envelope  
Biographical Questionnaire  
Potential Interview Questions and Topics for the Second Interview

**Appendix C:**

**American Planning Association Hawaii Chapter  
The Hawaii Planning Oral Histories/Recording Project**

**BIOGRAPHICAL INFORMATION QUESTIONNAIRE**

Name of Interviewer: \_\_\_\_\_

Narrator Code Number: \_\_\_\_\_

Date of Interview: \_\_\_\_\_

Time of Interview: \_\_\_\_\_

1) MY NAME IS \_\_\_\_\_. I AM SPEAKING TO YOU ON BEHALF OF THE HAWAII CHAPTER OF THE AMERICAN PLANNING ASSOCIATION. LAST YEAR, THE CHAPTER RECEIVED A SMALL GRANT FROM THE APA CHAPTER PRESIDENTS COUNCIL TO PRODUCE A SET OF RECORDED ORAL HISTORIES OF PEOPLE WHO HAVE PLAYED AN IMPORTANT ROLE IN SHAPING PLANNING PRACTICE, PLANNING EDUCATION, AND/OR LAND DEVELOPMENT IN HAWAII SINCE STATEHOOD. DID YOU RECEIVE A LETTER INVITING YOU TO PARTICIPATE IN THIS PROJECT?

Yes: \_\_\_\_ No: \_\_\_\_ [Resend letter and reschedule the first interview.]

2) OUR RECORDS SHOW THAT YOU SIGNED AND RETURNED THE 'AGREEMENT TO PARTICIPATE IN THE HAWAII PLANNING ORAL HISTORIES/RECORDING PROJECT' FORM. IS THAT CORRECT?

Yes: \_\_\_\_ [Skip Question #3.]

No: \_\_\_\_ [Ask Question #3.]

3) DO YOU INTEND TO SIGN AND RETURN THAT FORM TO US?

Yes: \_\_\_\_ [Reschedule Biographical Interview after this form has been received by the P.I.]

No: \_\_\_\_ [Thank participant and terminate interview.]

4) THANK YOU FOR AGREEING TO PARTICIPATE IN THIS PROJECT. PLEASE NOTE THAT YOUR PARTICIPATION IN THIS PROJECT IS VOLUNTARY AND THAT YOU MAY WITHDRAW FROM PARTICIPATION AT ANY TIME. ALSO, YOU MAY ELECT NOT TO ANSWER ANY QUESTION AT ANY TIME FOR ANY REASON AND THE REASON DOES NOT NEED TO BE DISCLOSED. TODAY, I WOULD LIKE TO ASK YOU THE QUESTIONS THAT WERE ON THE BIOGRAPHICAL QUESTIONNAIRE THAT WE SENT TO YOU. THIS INTERVIEW WILL TAKE ABOUT 45 MINUTES OR LESS TO COMPLETE. MAY WE BEGIN?

Yes: \_\_\_\_\_ No: \_\_\_\_\_ [If possible, reschedule interview.]

5) DO YOU HAVE ANY COMMENTS OR QUESTIONS ABOUT THE PROJECT BEFORE WE BEGIN? [If yes, record statements below. If not, ask Question #6.]

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6) WHAT IS YOUR AGE? \_\_\_\_\_

7) WERE YOU BORN IN HAWAII?

Yes: \_\_\_\_\_ [Skip Question #8.]

No: \_\_\_\_\_ [Ask Question #8.]

8) WHAT YEAR DID YOU ARRIVE IN HAWAII? \_\_\_\_\_

9) WHAT IS YOUR FAMILY'S ETHNIC ANCESTRY OR HERITAGE?

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10) DO YOU HAVE CHILDREN? Yes: \_\_\_\_\_ [Ask Questions #11 and #12.]

No: \_\_\_\_\_ [Skip Questions #11 and #12.]

11) HOW MANY CHILDREN DO YOU HAVE? \_\_\_\_\_

12) HOW MANY OF THEM LIVE IN HAWAII? \_\_\_\_\_

13) DO YOU HAVE COPIES OF MATERIALS THAT YOU WOULD LIKE TO SHARE WITH THE ARCHIVE? THESE MAY INCLUDE FAVORITE PERSONAL PHOTOS, NEWSPAPER CLIPPINGS, LETTERS OF COMMENDATION, ETC., THAT RELATE TO YOUR PROFESSIONAL LIFE.

Yes: \_\_\_\_\_ BRIEFLY DESCRIBE EACH ITEM, PLEASE. [Record below.]

No: \_\_\_\_\_ [Go to Question #14.]

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14) LET'S DISCUSS YOUR EDUCATIONAL ACHIEVEMENTS. PLEASE IDENTIFY HIGH SCHOOL AND UNIVERSITIES FROM WHICH YOU GRADUATED, YOUR ACADEMIC DEGREES AND MAJORS, AND THE YEAR YOU GRADUATED FROM EACH. [If participant is unable to remember, request a copy of his or her Resume or Curriculum Vita.]

14A) DID YOU RECEIVE A HIGH SCHOOL DIPLOMA?

Yes: \_\_\_\_\_ [Ask questions below.]

No: \_\_\_\_\_ [Go to Question #15.]

WHAT WAS THE NAME OF THE HIGH SCHOOL? \_\_\_\_\_

IN WHAT CITY AND STATE WAS IT LOCATED? \_\_\_\_\_

WHAT WAS YOUR YEAR OF GRADUATION? \_\_\_\_\_

14B) DID YOU RECEIVE A BACCALAUREATE DEGREE?

Yes: \_\_\_\_\_ [Ask questions below.]

No: \_\_\_\_\_ [Go to Question #15.]

WHAT WAS YOUR MAJOR? \_\_\_\_\_

WHAT WAS THE NAME OF THE UNIVERSITY: \_\_\_\_\_

WHAT WAS YOUR YEAR OF GRADUATION? \_\_\_\_\_

14C) DID YOU RECEIVE A POST-BACCALAUREATE DEGREE?

Yes: \_\_\_\_\_ [Ask questions below.]

No: \_\_\_\_\_ [Go to Question #15.]

WHAT WAS YOUR MAJOR? \_\_\_\_\_

WHAT WAS THE NAME OF THE UNIVERSITY: \_\_\_\_\_

WHAT WAS YOUR YEAR OF GRADUATION? \_\_\_\_\_

14D) DID YOU RECEIVE A SECOND POST-BACCALAUREATE DEGREE?

Yes: \_\_\_\_\_ [Ask questions below.]

No: \_\_\_\_\_ [Go to Question #15.]

WHAT WAS YOUR MAJOR? \_\_\_\_\_

WHAT WAS THE NAME OF THE UNIVERSITY? \_\_\_\_\_

WHAT WAS YOUR YEAR OF GRADUATION? \_\_\_\_\_

15) I WOULD LIKE TO KNOW YOUR MAJOR OCCUPATIONAL ENDEAVORS DURING YOUR PROFESSIONAL LIFE. THIS MAY INCLUDE PROFESSIONAL WORK IN THE PUBLIC OR PRIVATE SECTOR, AS WELL CONSULTING ACTIVITIES AND ANY PUBLIC OFFICES HELD. IF POSSIBLE, PLEASE DESCRIBE THESE ENDEAVORS CHRONOLOGICALLY BY YEAR, STARTING AT THE BEGINNING OF YOUR PROFESSIONAL LIVE. LET'S START WITH YOUR FIRST OCCUPATION AND EMPLOYER.

OCCUPATION:

\_\_\_\_\_

EMPLOYER:

\_\_\_\_\_

YEARS EMPLOYED:

\_\_\_\_\_

OCCUPATION:

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EMPLOYER:

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YEARS EMPLOYED:

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16) DID YOU SERVE IN THE MILITARY?

Yes: \_\_\_\_\_ [Ask Questions #17, #18, #19, and #20.]

No: \_\_\_\_\_ [Go to Question #21.]

17) WHAT WAS YOUR BRANCH OF SERVICE IN THE MILITARY?

- U.S. Army \_\_\_\_\_
- U.S. Navy \_\_\_\_\_
- U.S. Air Force \_\_\_\_\_
- U.S. Marine Corps \_\_\_\_\_
- U.S. Coast Guard \_\_\_\_\_

18) WHAT YEAR OR YEARS DID YOU SERVE ON ACTIVE DUTY?

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19) DID YOU SERVE IN THE RESERVES? Yes: \_\_\_\_\_ No: \_\_\_\_\_

20) DID YOU SERVE IN THE NATIONAL GUARD? Yes: \_\_\_\_\_ No: \_\_\_\_\_

21) WHAT MAJOR EVENTS OR SIGNIFICANT CHANGES HAVE YOU WITNESSED IN HAWAII? THESE MAY INCLUDE SIGNIFICANT CHANGES IN THE STATE OR LOCAL ECONOMY, SHIFTS IN THE COMPOSITION OF OUR STATE'S POPULATION, AND/OR MAJOR POLITICAL MOVEMENTS.

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22) PLEASE IDENTIFY WHAT YOU CONSIDER TO BE YOUR MAJOR COMMUNITY SERVICE ACTIVITIES OR ACCOMPLISHMENTS. PLEASE INCLUDE ANY SERVICE TO APA HAWAII CHAPTER, NEIGHBORHOOD BOARDS, AS WELL AS RELIGIOUS AND VOLUNTEER ORGANIZATIONS.

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WILL BE TO RECORD YOUR RESPONSE TO THE QUESTIONS AND TOPICS THAT YOU JUST IDENTIFIED A FEW MOMENTS AGO. THAT INTERVIEW WILL TAKE ABOUT 90 MINUTES. IT WILL BE RECORDED ON VIDEO CAMERA AND TRANSFERRED ONTO DVD, BUT WILL NOT BE BROADCAST.

25) WHAT DATES AND TIMES ARE CONVENIENT FOR YOU?

DATE: \_\_\_\_\_ TIME: \_\_\_\_\_

DATE: \_\_\_\_\_ TIME: \_\_\_\_\_

## Appendix D:

### The Hawaii Planning Oral Histories/Recording Project

#### Potential Interview Questions and Topics for the Second Interview

##### Questions

Narrators will be asked to select 5-10 questions from the following list for the second personal interview. The questions are in no particular order.

1. Why did you become a planner?
2. What do you consider to be some planning successes in Hawai'i?
3. What do you consider to be some planning failures in Hawai'i?
4. What do you consider to be some missed opportunities by planners in Hawai'i?
5. If you had to describe the last 50 years of planning in Hawai'i as a series of time periods, uniquely different from one another, how would you name or describe those time periods?
6. In your opinion, has the role or influence of the planner in the public arena changed significantly over the last 50 years? If yes, how has it changed? In your opinion, do planners now have more or less power or influence in decision-making than they did in the past?
7. Has the purpose of planning in Hawai'i changed over the last 50 years? If yes, how so?
8. In your opinion, which land use planning decisions have had positive or negative impacts on Hawai'i over the span of your career?
9. What planning decisions have had positive or negative economic impacts on Hawai'i during the last 50 years?
10. What planning decisions have positively or negatively affected the social, cultural or political landscape of our islands in the last 50 years?
11. To what degree have Native Hawaiians been involved in planning decisions over the last 50 years? How has their involvement in planning decisions changed over time?
12. What planning decisions have positively or negatively affected Hawai'i's natural environment in the last 50 years?
13. How does Hawai'i differ from other states in how land use planning decisions are made?
14. Is it politically possible for planners to promote a more sustainable balance between social, economic, and environmental conditions in Hawai'i? If so, are there particular political administrations at the state or county level that have supported that effort?
15. The Hawai'i Land Use Law was enacted in 1961. How did this law change the field of planning in Hawai'i? Who were the primary beneficiaries of this law? Who has not benefited from this law? Why do you say that?
16. What are the most important planning issues that Hawai'i faces today?
17. What are your hopes/visions for Hawai'i during the next 50 years? What do you actually think Hawai'i will look like 50 years from now?
18. If you could name five individuals who have had tremendous influence over planning decisions in Hawai'i over the last 50 years, who would you choose, and why?
19. To what extent do you think planning in Hawai'i has been a proactive activity, versus a reactive one? Has this changed over the years? If yes, how so?
20. Would Hawai'i look different today if planning did not exist here?
21. What major decisions or causes have helped guide the larger discourse in planning in Hawai'i over the years?
22. Has the statewide planning process been adversely or positively affected by the fact that the counties are geographically, socially, economically and politically quite different from one another? Please explain your answer.

23. The state Constitution requires agricultural lands to be protected. In 2008, the legislature passed a law, which asked each county to identify its most important farmlands, but did not provide funds for this purpose. The law also requires these lands to remain agricultural, unless a change in land use was approved by a two-thirds vote of the Legislature. What is your view on this issue?
24. Is it appropriate to use Hawai'i's agricultural lands to develop alternative energy sources (photovoltaic fields and bio-fuel crops) versus food crops?
25. What are your views of the Koa Ridge and Ho'opili development projects on O'ahu?

## Topics

The list below has a variety of topics that will be used to devise questions for Interview #2: the Conversational Interview. The topics are in chronological order beginning with Statehood in 1959. The topics were inspired by the APA Hawai'i Chapter's recent celebration of 50 years of planning in Hawai'i and the following reference:

Tiffany Hill, Lorraine Jonemann, Michael Keany and A. Kam Napier. 2013. 50 Moments of Statehood: Turning Points That Shaped Hawai'i, *Honolulu Magazine's 125<sup>th</sup> Anniversary Commemorative Issue*. PacificBasin Communications, Honolulu, Hawaii. Pages 6-24.

Narrators will be asked to select 5-10 topics from this list.

Hawai'i becomes the 50<sup>th</sup> state on August 21, 1959.

Ala Moana Center, which opened on August 13, 1959, refocuses the retail center of O'ahu away from downtown Honolulu. In June 2009, U.S. News & World Report ranked Ala Moana Center as the second most profitable mall in America based on sales per square foot.

Regular jet service begins between the Mainland and Hawai'i on August 24, 1959. It stimulates the growth of tourism, the state's primary industry.

Daniel Inouye becomes Hawai'i's first congressman in 1959; he serves in the U.S. Senate from 1962 until his death in December 2012.

In 1960, a tsunami reveals the vulnerability of the City of Hilo on the Island of Hawai'i. The City of Hilo adopts a land use plan to create a huge open space along Hilo Bay and inland to the maximum run-up and elevation reached in the 1946 and 1960 tsunamis. The open space becomes Kaiko'o Park in 1971.

In the 1960s, the O'ahu General Plan proposes a new deep draft harbor, a power plant and an industrial zone in the vicinity of He'eia Marsh and Fishpond, adjacent to Kane'ohe Bay. It also shows filling of Ka'elepulu Pond and Marsh and portions of Kawainui Marsh for urban use. Kawainui was already impacted by adjacent industrial and waste disposal activities.

In 1961, the State Land Use Commission (SLUC) is established in Hawai'i to implement the nation's first statewide zoning law.

In 1964, Chapter 205 of HRS creates four categories of land use (conservation, agriculture, rural and urban) for the 4.1 million acres of land in the State of Hawai'i. The purpose is to curb land speculation and scattered development served by inadequate or very high cost public services and to preserve agricultural land. A review of the law in 2011 shows that it succeeds in consolidating development, but does not succeed in preserving unproductive agricultural lands.

The State Capitol replaces 'Iolani Palace as the seat of state government in June 1967. The building's modernist design is inspired by Hawai'i's natural environment, rather than by traditional Greek classicism.

The Land Reform Act of 1967 compels large landowners who leased tracts of lands to sell fee-simple parcels to their tenants.

The O'ahu Transportation Study (OTS) of 1967 recommends the construction of a 26-mile, fixed-rail rapid transit system from Pearl City to Hawai'i Kai to be built by 1985.

The Hawai'i State Legislature establishes the Art in Public Places program on June 12, 1967.

Fee-simple homes in the first increment of Mililani, a master-planned community in central O'ahu, go on sale in the summer of 1968.

In the 1970s, the State Land Use Commission adopts a quasi-judicial format to resolve zone change applications.

In the 1970s, the administration of Governor George Ariyoshi issues the first Hawai'i State Plan and the Functional plans. His administration also establishes the Office of State Planning (OSP) as a unit of the governor's office.

During the early stages of the environmental movement in the 1970s, efforts to preserve and restore Ko'olau Poko wetlands (He'eia Marsh and Fishpond and Kawainui Marsh) are successful. A combination of public, private non-profit, and community-based volunteer efforts eventually get underway to implement and restore these wetlands.

In the 1970s, the City and County of Honolulu establishes several Special Design Districts, which establish building height limits for the preservation of view planes, designation of protected historic sites, and streetscape and architectural design to promote appropriate, context-sensitive development. The six Special Design Districts in Honolulu are Chinatown, Hawai'i State Capitol, Punchbowl, Thomas Square, Waikiki, and Diamond Head. Maui County establishes the Lahaina Special Design District.

In the 1970s, Maui Mayor Elmer Cravalho extends a waterline from Wailuku to Wailea, which enables the development of Kihei.

Bishop Estate evicts 150 families living on month-to-month leases in Kalama Valley in 1971. It triggers a protest by farmers over land rights. This protest appears to mark the birth of the modern Hawaiian political and cultural movement.

In 1976, the Hawai'i State Legislature establishes the Hawai'i Community Development Authority. HCDA's mission is to coordinate planned public facility development and private sector investment and construction in two areas in need of urban renewal on O'ahu, i.e., the Kaka'ako and Kalaeloa Community Development Districts.

The O'ahu General Plan of 1977 focuses population growth toward the 'Ewa Plain and Central O'ahu.

In 1977, construction is completed on the Reef Runway at the Honolulu International Airport at a cost of \$81 million. It is the first major runway in the world built entirely offshore on an underwater coral reef. The U.S. Supreme Court rules that its EIS is adequate after a series of three lower court challenges.

In 1978, the State Legislature enacts the Hawai'i State Plan in Chapter 226 of the Hawai'i Revised Statutes. The State Plan is a statement of long-range, statewide policy for an array of economic, physical, and social development issues. It requires conformance of state programs, land use decision-making, and budgetary processes with the plan's goals, objectives, policies, and priority guidelines.

The ConCon adopts all 34 amendments to Hawai'i's Constitution on November 7, 1978. It also establishes the Office of Hawaiian Affairs and the use of Hawaiian street names.

In 1978, O'ahu's largest wastewater treatment plant (Honouliuli) serving urban Honolulu opens on Sand Island, which enables urban expansion of the 'Ewa Plain and Central Oahu in the 1980s.

Mayor Frank Fasi proposes an 8.4-mile, 11-station, conventional heavy rail transit system from the Honolulu International Airport to the University of Hawai'i at Manoa in 1979. Known as the Honolulu Area Rapid Transit (HART) project, the system was to be electrically powered with trains up to ten cars in length operating at average speeds of 30 mph with top speeds of 55 mph. Approximately 2 miles of the proposed fixed-guideway system would travel in a subway under Honolulu's downtown and civic center with the remaining portion on aerial structures.

Reelected in 1984, Mayor Frank Fasi asked transportation planner John Hirten to reexamine fixed-guideway alignments that could take advantage of automated light rail technologies, such as SkyTrain in Vancouver, Canada, and the VAL system in Lille, France.

A new State Water Commission and State Water Code is created in the 1980s. Between the mid-1980s and mid-1990s, a vigilant group of local citizens succeed in preserving a one-lane bridge over the Hanalei River and several other one-lane bridges along the 10-mile Kuhio Highway on the North Shore of the Island of Kaua'i.

In the late 1980s, the State prepares the Honolulu Waterfront Master Plan, which calls for a shoreline "lei of green" from Waikiki to Honolulu Airport. The plan also calls for creation of Kaka'ako Waterfront Park on the site of an old municipal incinerator and landfill. The construction of the park seals and covers the landfill site with new soil and grass and converts the incinerator to the Honolulu Children's Discovery Center.

Big box shopping arrives in the form of Costco in Salt Lake in May 1988; it is followed by Kmart, Sam's Club and Wal-Mart. Local businesses are forced to adapt to the new discount warehouse business model or face closure.

O'ahu residents overwhelmingly agree with the Save Sandy Beach Initiative and vote against a permit for condo development next to a beach in East O'ahu on November 8, 1988.

In 1989, the State Supreme Court invalidates zoning by initiative and restricts land-use decisions to county councils.

In the 1990s, the U.S. Navy transferred 3000 acres of land at Naval Air Station Barbers Point to the State of Hawai'i under the Defense Base Realignment and Closure Act of 1990. The state legislature gives the responsibility to redevelop the site to the Hawai'i Community Development Authority (HCDA). The site is now known as the Kalaeloa Community Development District.

The Japanese real estate bubble pops in 1990 after four years of steady investment; Japanese-financed projects halt construction starting in 1992.

In October 1991, the administration of Mayor Frank Fasi selects the team of AEG Westinghouse Transportation Systems, Inc. and Morrison Knudsen Corp. to design, build, furnish and operate a fully automated, customized rail transit system, based on vehicle and guideway subsystems that have not yet been proven together as an integrated system in revenue service elsewhere in the world.

On November 14, 1991, the Honolulu City Council votes 5 to 4 to allow Mayor Frank Fasi to sign a development agreement with Governor John Waihee to build a 15.6-mile rapid transit system in Honolulu by 1997. The Council assumes that the federal government will pay 30 percent of the \$2 billion system and that the remaining funds will come from an increase of 4.0 to 4.5 percent in the state's general excise tax to be collected by the state over a ten-year period.

Hurricane Iniki does \$1.8 billion worth of damage on the Islands of Kaua'i and O'ahu on September 11, 1992.

On September 22, 1992, The City Council's Policy Committee votes 5 to 4 not to authorize a 0.5 percent increase in the state's general excise tax on O'ahu, causing more than \$708 million in federal money earmarked for Honolulu's rail transit project to lapse.

In 1994, ownership of the Island of Kaho'olawe is transferred from the U.S. Navy to the State of Hawai'i. The U.S. Navy removes unexploded ordnance and other environmental hazards from the island between 1998 and 2003. By state law, Kaho'olawe and its waters can only be used for Native Hawaiian cultural, spiritual, educational, and subsistence purposes.

Waipahu Sugar Mill closes in 1995 and Waiialua Sugar Mill closes on O'ahu's North Shore in 1996. Waikele is built on former Waipahu Sugar Mill land and industrial and commercial factories move into the Waiialua Mill buildings.

Several architectural projects adopt the "Hawaiian sense of place": Hyatt Regency Kaua'i (1991); Aloha Tower Marketplace (1994); Hawai'i Convention Center (1997). This style of architecture is encouraged by special design district rules in Waikiki and Kaka'ako.

After 37 years of planning, court challenges, injunctions and protests by environmental and Hawaiian groups, the 15-mile H-3 freeway and its tunnel through the Ko'olau Mountains opens on O'ahu in December 1997. At that time, it is the largest construction and public works project ever completed by the state at a cost of \$1.3 billion. Congress passes an exemption from environmental laws to permit completion of the project.

The “Broken Trust” essay in the *Honolulu Star-Bulletin* in 1997 leads to a reorganization of Kamehameha Schools.

In 1998, the U.S. Department of Defense replaces an antiquated and expensive ferry system to Ford Island with completion of the Admiral Clarey Bridge. It makes over 300 acres of underdeveloped land available to support family housing, which reduces the impact of housing and government offices on private lands. It also returns about 110 acres of U.S. Navy land to urban commercial development and community recreation facilities in the Pearl City area via a land sale to the City and County of Honolulu.

Between 1998 and 2004, the administration of Honolulu Mayor Jeremy Harris works to create a bus rapid transit system. The plan is abandoned by Mufi Hannemann, who becomes the city’s next mayor in November 2004.

After decades of decay, the City and County of Honolulu under Mayor Jeremy Harris begins renovations of the Kalakaua Avenue promenade in Waikiki in 2000. It triggers a series of investments and renovations by owners of properties in the private sector over the next few years.

On September 6, 2001, the state Land Use Commission begins hearings on Castle & Cooke’s nearly 1,250 acre, 7,500 home Koa Ridge project. The project is divided into three segments: Koa Ridge Makai, Koa Ridge Mauka and Waiawa. On June 21, 2002, the LUC approves reclassification of 762 acres of the Koa Ridge project from agricultural to urban use, giving approval for Koa Ridge Makai and Waiawa, allowing for 3,237 homes. The Sierra Club files a lawsuit seeking to strike down the approval. Following years of hearings, the LUC votes 7-0 on June 7, 2012 to approve reclassification of the 576-acre Koa Ridge Makai project, which includes 3,500 homes and other improvements. The Honolulu City Council unanimously approves rezoning of the Koa Ridge Makai project on November 13, 2013. Although the project will provide new housing and jobs in Central O’ahu, it will also generate more traffic on H-1/H-2 and loss of agricultural lands.

Linda Lingle becomes the first female governor of Hawai’i in 2002. She is only the state’s second Republican governor since Statehood in 1959.

In October 2003, state and city officials announce plans to build a \$2.6 billion light-rail transit system for O’ahu.

In August 2005, the Honolulu City Council gives final approval to a tax increase to pay for a fixed-guideway transit system. The general excise tax on O’ahu increases on January 1, 2007 from 4 percent to 4.5 percent to pay for about 70% of the construction cost. The Council expects the Federal Transit Administration to pay the remaining 30%.

In 2005, the Hawai’i State Legislature creates a task force to review the Hawai’i State Plan and make recommendations for a sustainability plan to the year 2050.

In October 2007, Honolulu’s Department of Planning and Permitting releases a draft of a planning and zoning bill for transit-oriented development. The draft bill states that a neighborhood TOD plan shall be prepared prior to the adoption of any TOD special district.

A Superferry of two catamarans offers service between the islands of O’ahu, Maui, Kawaihae Harbor on the Island of Hawai’i and Nawiliwili Harbor on Kaua’i between December 2007 and March 2009. Legal issues over the need for an EIS and local protests blocking access to the harbor on Kaua’i lead to a Hawai’i Supreme Court ruling that the law granting EIS exemption is unconstitutional.

In January 2009, the Honolulu City Council decides to shift the initial alignment of the rail transit project from the high-rise community in the Salt Lake area to the Honolulu International Airport. The initial alignment will extend 20 miles and have 21 stations between East Kapolei in the ‘Ewa Plain and the Ala Moana Center in the Primary Urban Center. Planners expect construction of the system to be completed in 2019. The initial alignment will not serve the campus of the University of Hawai’i at Manoa or Waikiki.

In 2009, the state Legislature passes Act 54, which requires the state Department of Transportation and county transportation agencies to adopt a ‘complete streets’ policy.

In November 2010, Honolulu voters approve a city charter amendment to create a

semi-autonomous public transit authority, known as the Honolulu Authority for Rapid Transportation. HART will be responsible for the planning, construction, operation, maintenance, and expansion of the city's fixed-guideway mass transit system. Its mission will also include promoting, creating and assisting transit-oriented development projects along the route.

On January 18, 2011, Leslie Rogers, the Regional Administrator of the Federal Transit Administration (FTA), issues a "record of decision" for Honolulu's rail project on this date. This decision indicates that the project satisfies all the requirements of the environmental review process. The decision states: "...all reasonable steps are being taken to minimize the adverse environmental effects of the project, and where environmental effects remain, no feasible and prudent alternative to such effects exists." It also states that the project will save island residents more than 20 million hours of travel time every year by 2030.

## **Appendix E:**

### **The Hawaii Planning Oral Histories/Recording Project**

#### **Agreement to Participate In The Hawaii Planning Oral Histories/Recording Project**

Peter Flachsbart, Ph.D., AICP, Principal Investigator  
Department of Urban and Regional Planning, University of Hawaii at Manoa  
2424 Maile Way, Saunders 107, Honolulu, Hawaii 96822

The Hawaii Chapter of the American Planning Association received a small grant from the APA Chapter Presidents Council (CPC) to produce a set of recorded oral histories of distinguished members of the local planning community in Hawaii. We estimate this funding will support a series of about 10 to 15 interviews with senior planners in Hawaii during the first year of the project. The Hawaii Chapter expects to contribute matching funds to transcribe these interviews during the second year of the project. One purpose of the project is to document major planning developments that have shaped the landscape of development in Hawaii since Statehood in 1959. These include land use laws, planning processes and procedures, and major planning issues and controversies.

To that end, the APA Hawaii Chapter, its Fellows of the American Institute of Certified Planners (FAICP), and the University of Hawaii at Manoa Department of Urban and Regional Planning (DURP) have entered into a unique partnership to collect oral histories focusing on 50+ years of land use and infrastructure planning in the State of Hawaii. The Hawaii Planning Oral Histories/Recording Project (the project) is designed to support the APA Hawaii Chapter's program of continuing education and professional development of chapter members, students, and others interested in Hawaii's planning issues.

You were selected to participate in the project by the project's Steering Committee. If you consent to participate in this project, a graduate student of the University of Hawaii at Manoa will contact you to perform two personal interviews. The purpose of the first interview will be to gather your biographical information and to identify potential questions and topics for the second interview. A member of APA Hawaii Chapter may advise the student on what questions to ask during the second interview. These interviews will cover your personal experiences and perspectives on major planning issues, events, and trends in Hawaii. The first interview will take about 45 minutes to complete. It will be conducted either by telephone or in person at a convenient date, time and place. The second interview will take about 90 minutes and will occur on a different date in the UH Media Lab studio at KHET-TV, located at 2350 Dole Street in Honolulu, Hawaii. We are not using their studio to broadcast your interview, but to improve the audio and visual quality of the recording. If you reside on a Neighbor Island, you will be reimbursed for travel expenses incurred by air and ground transportation to and from Oahu.

Project interviews are intended for public use and may be used in publications and possibly on the Internet. A video recording of your second interview will be archived in the library of the Department of Urban and Regional Planning on the Manoa campus of the University of Hawaii as resource material for future planners and researchers. Our grant from APA requires that we provide them with copies of our final report and digital copies of interviews on DVDs. APA intends to store these items in their library and make them available to all APA chapters. They may also market them exclusively through APA Planning Books.

The recorded second interview will be informal and conversational and will focus on your recollections of an important period of history in Hawaii. Your participation in this project is completely voluntary and you may withdraw from participation at any time. We also want you to have an opportunity to view the recording of your second interview. Therefore, we will ask you to review and approve the recording of your second interview on DVD, which we will send to you on completion of that interview. If the recording is not satisfactory for any reason, we will destroy our recordings of your interview and your participation in this project will end.

Users of digital archived recordings on DVDs will be welcome to utilize, in unpublished works, short excerpts from any interviews without obtaining permission from us, as long as proper credit is given to the interviewee, interviewer, the American Planning Association, the APA Hawaii Chapter, and the Department of Urban and Regional Planning, University of Hawaii at Manoa.

Because of the need to create and make available to scholars and the general public a reliable historical document, it is also important that your name appear as the interviewee on any written transcript that we may prepare of your interviews. This may potentially lead to a loss of privacy through the use of your name in any future publication. Though it is not our intent, the interview process may occasionally bring back a few painful or unpleasant memories. Thus, you may elect not to answer any question at any time for any reason and the reason does not need to be disclosed. There will be no direct benefit to you for your participation in this project. However, your participation will contribute to the historical record of planning in Hawaii.

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“I certify that I have read and that I understand the foregoing, that I have been given satisfactory answers to my inquiries concerning project procedures and other matters and that I have been advised that I am free to withdraw my consent and to discontinue participation in the project at any time without prejudice.

I agree to participate in this project with the understanding that such consent does not waive any of my legal rights, nor does it release the Principal Investigator or the University of Hawaii or any employee or agent thereof from liability for negligence.”

“I herewith \_\_\_\_\_ to both interviews and grant permission to make an audio-video recording of the second interview.” (CIRCLE ONE RESPONSE AND SIGN BELOW.)

consent

do not consent

Your consent to the above statement is necessary to begin your participation in the project.

---

Printed Name

Signature of Interviewee

Date

Please contact Professor Peter Flachsbaart, Project Principal Investigator, at (808) 956-8684 or by email at [flachsba@hawaii.edu](mailto:flachsba@hawaii.edu), if you have any questions or concerns regarding the project. Please complete and sign this form and return it to him at your earliest convenience using the enclosed, postage-paid envelope. Thank you.

If you cannot obtain satisfactory answers to your questions or have comments or complaints about your treatment in this study, please contact: Human Studies Program Office, University of Hawaii, 1960 East-West Road, Biomed Building Room B-104, Honolulu, HI 96822 by telephone at 808-956-5007 or by email at [uhirb@hawaii.edu](mailto:uhirb@hawaii.edu).

## **Appendix F:**

### **The Hawaii Planning Oral Histories/Recording Project**

#### **Interviewer Guidelines**

1. Verify your appointment a day or two before each interview.
2. Before the first interview, make sure that the narrator has signed and dated two copies of the 'Agreement to Participate In ...' form, if that has not yet been done. This form states that the narrator's participation in the project is voluntary; he or she may withdraw from participation at any time. During each interview, remind the narrator that he or she may elect not to answer any question at any time for any reason and the reason does not need to be disclosed.
3. Start the second interview with a statement of who, what, when, where and why you are doing the interview. The statement should include: the project title; the names of the narrator and interviewer; the date and time of the interview; and the location of the interview.
4. Before the recording begins, the director will remind both you and the narrator to speak loud enough so that both voices will be recorded properly. The audio mixer operator will check each person's voice level before you can begin the interview.
5. In the second interview, start with easy, less probing questions. Reserve more difficult questions for later in the interview. If necessary, rephrase questions to make them more meaningful.
6. Ask one question at a time. Give the narrator time to think about his or her answer. Be patient and allow silence. Silence will work for you. Never express verbal or nonverbal disagreement in response to the narrator's answer to any question.
7. Listen actively and intently to the narrator's answer. Never interrupt the narrator. The narrator may need time to get to know and trust you before he or she is able to share things with you.
8. Narrators may feel compelled to expand their thoughts on some questions. Help them to explore their thoughts, because it may lead to new information or unexpected revelations. In such cases, do not try to redirect them to another topic.
9. If narrators give only short, direct answers to open-ended questions, it's because you have not yet sparked their interest. Move to other questions. Have plenty of questions ready.
10. When appropriate, probe an answer and ask pertinent follow-up questions before moving to another topic. Use probes such as, "Anything else?" if the narrator gives a short or incomplete answer. Use probes such as, "Please elaborate." if the response is vague.
11. The first interview should take about 45 minutes; the second interview should not exceed 90 minutes. Watch for signs of fatigue. If the narrator appears to be tired, suggest a break or end the interview early and complete it at a later date.
12. Wrap up the interview with lighter talk. Do not end the interview abruptly after an intense question.

**Appendix G: Thank-you Letter and Request to Release DVD to APA**  
(On DURP, University of Hawaii at Manoa letterhead)

Date

Narrator's Name  
Street Address  
City, State, Zip Code

Dear \_\_\_\_\_:

Thank you for participating in the Hawaii Planning Oral Histories/Recording Project last year. The project has progressed into post-production after the initial round of interviews. The enclosed DVD has raw footage of your recorded interview with one of our graduate students, \_\_\_\_\_ . It shows only raw footage from the wide-shot camera. It does not have close-up shots made by other cameras.

Please take time in the next few days to view your recorded interview. If it is satisfactory, please complete and sign the enclosed form titled, Authorization to Release Interview Recording. Completion of this form will enable me to send a report along with a copy of the enclosed recording to the project sponsor, the American Planning Association. Please return this Authorization in the postage-paid envelope at your earliest convenience. You may keep the enclosed DVD as a souvenir.

I am currently working with a student editor to integrate footage from all three of the cameras that we used to record your interview. I intend to send a copy of the edited version of your interview on DVD to you and APA, when we complete this phase of the project. We ask for your patience, as the APA Hawaii Chapter may need to raise additional funds to complete all of the editing.

Thank you again for your participation in this educational project. If you have questions, please contact me by phone or email as indicated below.

Sincerely yours,

Peter Flachsbaart, Ph.D., AICP  
Project Principal Investigator  
Professional Development Officer  
APA Hawaii Chapter  
Office phone: 956-8684  
Email: [flachsba@hawaii.edu](mailto:flachsba@hawaii.edu)

**Appendix H:**

**The Hawaii Planning Oral Histories/Recording Project**

**Authorization to Release Interview Recording**

Interview #2: Recording of the Conversational Interview on DVD

*“I certify that I have viewed and listened to the recording on DVD of Interview #2, the Conversational Interview, for the APA Hawaii Planning Oral Histories/Recording Project. The Recording meets with my satisfaction. I herewith \_\_\_\_\_ to release a copy of Interview #2 on either DVD or Blu-ray disc to the project sponsor, the American Planning Association.” (CIRCLE RESPONSE AND SIGN BELOW.)*

*give my consent*

*do not give my consent*

*(See instruction below.)*

If you do not give consent to release a recorded copy of Interview #2 to the American Planning Association, project staff will destroy remaining copies of your recorded interview. You may keep the enclosed DVD of this interview with our compliments.

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature of Interviewee

\_\_\_\_\_  
Date

Please complete this form and return it to Professor Peter Flachsbart, Project Principal Investigator, using the enclosed, postage-paid envelope. Thank you for your participation in the APA Oral Histories/Recording Project.

**Appendix I:**

Post Date: March 24, 2014

# Job Call

**Project:** Hawaii Planning Oral Histories/Recording Project

**Sponsor:** American Planning Association, Hawaii Chapter

**Jobs:** Camcorder operators  
Audio technician  
Video editor

**When:** Variable hours (3- 6 hours per week) during weekday mornings and/or afternoons in April and possibly May 2014.  
Please indicate your available weekday hours.

**Location:** UH Media Lab Studio, KHET-TV at University Ave. and Dole St.

**Pay scale:** \$25 - \$50 per hour depending on qualifications and experience

**Contact:** Professor Peter Flachsbaart  
Department of Urban and Regional Planning  
University of Hawaii at Manoa  
Saunders 107A

**Office Phone:** 956-8684  
**Cell Phone:** 349-6046  
**Email:** [flachsba@hawaii.edu](mailto:flachsba@hawaii.edu)



## Appendix J:

*Digital Image Use Workshop handout (Sep. 2014), University of Hawaii at Manoa*

### Tips For Finding and Using Images From the Internet

#### ***Before Searching For Images:***

Important Factors To Consider:

1. Image Type
  - a. What is the subject? Think about subject-specific resources before going to *Google*.
  - b. Are you looking for something historical, or contemporary?
2. Purpose
  - a. Is your purpose non-profit or commercial?
  - b. Are you going to publish the image (in a journal or book, or post it on the Web)?  
Or is it for classroom/school paper use only?
  - c. How much can you spend to purchase the image?

If it is for a paper (not for commercial publication), first check the university library's electronic resources (databases such as *ARTstor* and *Oxford Art Online*). Don't forget to cite the image source. If it is for your blog, etc. (to be posted on the Web), try to find public domain images (such as in *Wikimedia Commons*), or ones with few restrictions. Images licensed under *Creative Commons* make the process easy. Credit the creators of the original work and the digital image if known.

The Benefit of Using Advanced Search:

Besides many academic databases such as *ARTstor*, both *Google* and *Flickr* allow you to filter your image search for those that are licensed for free use, public domain, or images with few restrictions. Use advanced search to find only images that suit your purpose.

#### ***After Finding Images:***

Is It Legal To Use?

Check the Terms and Conditions or Copyright Notice of the Website that provides the image, and see if they allow downloading images for your purpose. You may need to contact the creator/copyright holder for permission.

*UHM Copyright Guidelines* <http://guides.library.manoa.hawaii.edu/copyright>

Many academic websites explicitly state that users can download their images under the conditions of **fair use** (a concept in the U.S. copyright law). It is important to understand this user's right so you can feel confident in using downloaded digital images.

*Fair Use Check List*

[http://www.copyright.com/Services/copyrightoncampus/basics/fairuse\\_list.html](http://www.copyright.com/Services/copyrightoncampus/basics/fairuse_list.html)

### Cite the Image Properly:

Check if the creator or copyright holder has a preferred credit line, then you will need to credit the image in a particular way.

If you are copying and pasting an image/video on the Internet (your blog, etc.), cite and make links of at least the creator of the image/video and the original URL.

If you are using the image for an academic paper, make sure to follow a citation guideline (both MLA and APA have a chapter for citing images).

When citing the digital image of an **artwork** or **highly creative work**, be aware that you need to cite both the physical object information (including the creator of the original artwork), and the digital image source (including the photographer or the museum that holds copyright for the digital image). The basic citation for an artwork image should include:

- Artist's name
- Title of the work
- Date of creation
- Location or repository (museum or site where the work is physically housed)
- ID number (museum inventory number, etc.), if applicable
- **Digital image source (name and URL of the Website or database; publication and publisher for a scanned image; photographer if applicable, etc.)**
- **Date of access, if retrieved from the Web**
- **Copyright information for the digital image (use © if applicable)**

*\*The **bold** letters indicate the digital image source*

### Keep a Critical Eye:

- Develop a critical eye for viewing images on the Internet. Distinguish a credible creator from individuals who are violating copyright, perhaps unintentionally.  
This is especially true when you are using general search engines (*Google*, etc.) or social community websites (*Flickr*, etc.).
- Know how to find Terms of Use or copyright information on various websites. If it is not clear, contact the administrator for permission.

*More information can be found in the Hamilton Library's Research Guides. Go to: <http://guides.library.manoa.hawaii.edu/art> and click "Find Images".*

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Kanako Iwase, Visual Resources Librarian  
Dept. of Art and Art History | 956-8239 | [kanako3@hawaii.edu](mailto:kanako3@hawaii.edu)