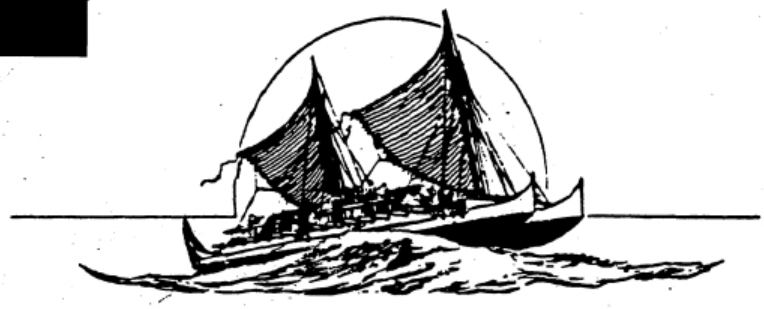
POLYNESIAN VOYAGING SOCIETY

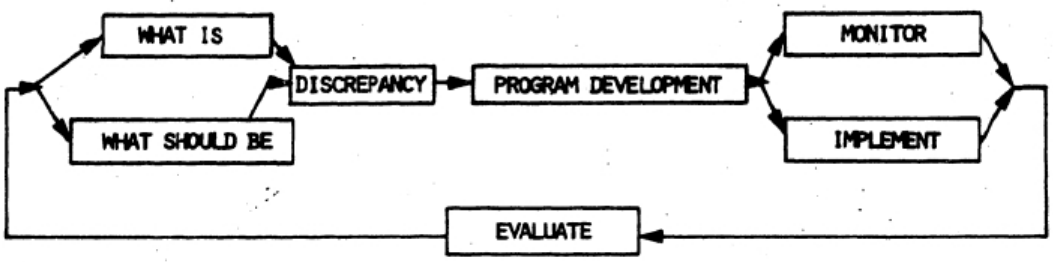


Polynesian Voyaging Society Goal Setting Workshop

April 1981

80 - 81: 43

Office of Program Evaluation and Planning



POLYNESIAN VOYAGING SOCIETY
GOAL SETTING WORKSHOP

April 1981 80-81: 43

THE KAMEHAMEHA SCHOOLS/
BERNICE PAUAHI BISHOP ESTATE

POLYNESIAN VOYAGING SOCIETY
GOAL SETTING WORKSHOP

The contents of this report present a summary of results of the Goal Setting Workshop held on February 7, 1981. Board members and friends of the Polynesian Voyaging Society engaged in wide-ranged and in-depth discussions of the mission, goals, and challenges of The Society. The analysis of the information emerging from the workshop seemed to consistently point to a common but profound message. It is in a spirit of humility that we open this report with an attempt to phase this message into a mission statement for The Polynesian Voyaging Society.

The Mission of the Polynesian Voyaging Society is to:

"Provide ocean-oriented experiences that will assist any interested person in recognizing and understanding selected and timeless cultural values prominent in Hawaiian and other Polynesian cultures; in order that these people might enrich their personal value systems and develop a deeper sense of appreciation for the Hawaiian and Polynesian cultures."

Prepared By The
Office of Program Evaluation & Planning

POLYNESIAN VOYAGING SOCIETY
GOAL SETTING WORKSHOP

The Board members of the Polynesian Voyaging Society were invited to attend a planning session on a Saturday afternoon, February 7, 1981, at The Kamehameha Schools. The objective of the session was to identify mission statements and challenge statements. A highly structured process was used (Delbecq Technique), calling for participants to be divided into groups to discuss their ideas. Each group's statements were recorded and group members were later asked to vote for the five most important ones. The Office of Program Evaluation and Planning compiled the results of the four groups' deliberations. The many ideas presented seemed to fall quite naturally into six mission categories and five challenge categories.

The following is a condensed list of these statements grouped in each category. The number of votes each received appears after each major category.

Mission Statements

Category #1: Development and Dissemination (46 votes)

1. Develop educational materials and programs on Polynesian Voyaging/Navigation (purpose, methods, skills, knowledge, culture, etc.) and disseminate this information to the general public, educational institutions, interested groups, other Polynesian groups, etc.

   - Use the Hokule'a as a floating classroom for practical experience and training. Initiate inter-island trips.

   - Persuade educational institutions to utilize/integrate information as part of the curriculum (Hawaiian studies, marine studies).

   - Prepare educational format for the general public--visual presentations/literature.

   - Organize a speaker's bureau on all islands to emphasize educational programs.

   - Establish a resource center (Kualoa) accessible to the community to learn about all aspects of Polynesian identity. This could also serve as a training center for canoe building, navigational skills, etc.

- Provide non-instructional navigation--articles, presentations, etc.

- Continue to sail the canoe to provide a training program for new crew/officers/navigators on Polynesian voyaging while also maintaining the Hokule'a in a seaworthy condition. They could serve as educators in schools, to the general public, community, etc.

- Serve to educate young people in sea-faring and navigational abilities.

- Construct more canoes for more voyages.

- Provide good water training to children/adults by sailing on the canoe.

- Promote awareness of the canoes of oceania.

Category #2: Research (12 votes)

1. Continue research in Polynesian Voyaging, the discovery of the islands in the Polynesian Triangle through long distance voyages, and document whatever has been recorded regarding migratory patterns, etc. Establish schools/centers throughout the Triangle (Kualoa, Oahu, could be designated as the main center and be the permanent site for the Polynesian Voyaging Society headquarters).

Category #3: Art of Voyaging (12 votes)

1. Perpetuate/preserve the art of Polynesian Voyaging--skills, traditions, knowledge.

   - Promote greater interaction with other Polynesian groups to establish the art of Polynesian voyaging, cultural ties, etc.

Category #4: Existence of Polynesian Voyaging Society (7 votes)

1. Ensure continued existence of the Polynesian Voyaging Society by increasing membership, financial support, public interest, and securing a permanent location and facilities for the Polynesian Voyaging Society and its canoes.

Category #5: Pride/Values/Cultural Roots (15 votes)

1. Investigate Pacific Island Voyaging (methods, purpose, history) to instill pride, leadership, appreciation, and survival for past, present, and future.

   - Provide a vehicle for Hawaiian people to experience ancient voyaging which will help them to identify their "roots."

- Revive "ancient" values/traditions by utilizing "ancient" skills in today's society.
- Create awareness of the principles of ancestors living in a changing environment and apply to our contemporary society.
- Provide a vehicle to put oneself in a position of servitude to a greater family/society.

Category #6: Public Information (3 votes)

1. Make the public aware of the Polynesian Voyaging Society's educationally-oriented organization by sharing information.
   - Develop better communication systems via Ho'oponopono--the "old" way.

Challenge Statements

Category #1: Financial Support (32 votes)

1. Financial Support
   - Create funding foundation to preserve canoe and develop educational materials.
   - Raise money (fund raisers).
   - Request grant monies.
   - Long-term financial program needed.
   - Locate a permanent home for the canoe and have an on-going maintenance program.
   - Cost-out every project.

Category #2: People Support (17 votes)

1. Manpower needs for projects/activities (volunteers).
   - Support from Polynesian Voyaging Society members.
   - Cultivate the desire for adventure and taking on challenges.
   - Maintain interest between voyages.

Category #3: Public Information (17 votes)

1. Gain community support/public awareness.

   - Inform the public of the importance of this organization.

   - Maintain credibility through accuracy of information.

   - Acceptance of Polynesian Voyaging Society by other Pacific groups and sharing common knowledge with these groups.

   - Combat apathy in the public, especially the media.

   - Create rapport throughout oceania.

Category #4: Mission and Organizational Structure (18 votes)

1. Development of an organization to meet the goals/objectives of the Polynesian Voyaging Society. Elect a competent staff/board to insure maximum operational functions (budget, facilities, equipment, etc.)

   - Develop open communication of ideas and feelings within the society.

   - Have a clear "plan of action" for the future.

   - Refocus of the Hokule'a Society to the Polynesian Voyaging Society.

   - Make sure missions/goals are relevant today.

   - Have clear goals and missions.

   - Incorporate the Polynesian Voyaging Society with KS/BE.

Category #5: Education and Research (10 votes)

1. Education/Research Goals

   - Touch base with every educational institution in utilizing materials.

   - Conduct voyages to test, document different aspects about voyaging (Known/Unknown).

   - Continue voyages--Hawaii to New Zealand.

   - Expand use of the canoe--use for youth programs.

   - Develop meaningful materials and activities relative to the mission of the Polynesian Voyaging Society.

- Disassociate from the film produced by National Geographic Society and create two films as a medium of education: 1) scientific (navigational skills, etc.), and 2) reflections of cultural happenings associated with canoes.

Summary

The worthiness of the afternoon-long session seems apparent. Mission statements and challenges of the Polynesian Voyaging Society were identified by group members. Their goals/missions are numerous, but the major theme that emerged seems to be to investigate → disseminate → educate all interested people of the history, culture, and heritage of Hawaii through ancient navigational voyages. The Polynesian Voyaging Society also faced many identifiable challenges. The major concerns included developing a stabilized budget for operational purposes, maintaining participation by members and the general public, and continuing long-distance voyages.

file

2/4/81K4

PVS PERSPECTIVES

I would like to see the Polynesian Voyaging Society include the folling areas in its deliberations as it plans for the last score of years in the 20th century.

A comprehensive plan will make more convincing the requests for funding. Some of the projects will take years to complete, such as the chant project.

Canoes of Oceania

During the next 20 years PVS might build a fleet of the canoes of Oceania. Students could then have a chance to sail them, perhaps on Kaneohe Bay:

> the Waka of Kapingamarangi; the Popo of the central Carolines; the Wa Lap of the Marshalls; possibly the Ndrua of Fiji; the Te Puke of Santa Cruz; the Pahi of Tahiti; the Waka Taurua of Manihiki in the Cooks; the Vaka of Pukapuka; the Amatasi of Samoa; the Waka Taua of the New Zealand Maori; the Pahi of the Tuamotu; the Va'a Hou'ua of the Marquesas.

An era of canoe building could acquaint students with ancient technology and engineering. By sailing, they could learn the qualities and compromises inherent in each craft.

Craftsmen from those islands could be brought here so that we could learn ways in which they shape their cultural artifacts.

Rediscov

Rediscovering Roots

The work of PVS might well serve as a model for the peoples of Oceania in the revitalization of the art of canoe building and sailing.

Rediscovering the Stars

Knowledge of the stars atrophied as voyaging declined. Some star lore may still exist on various islands of Oceania. Knowledge that still remains should be discovered and preserved as a contribution to the understanding of the peoples of Oceania.

Alternative School

Students who are not easy to reach in the ordinary school setting can become more aware of their heritage through a program of rediscovering ancient ways--building craft and sailing them, and learning to navigate.

Sea Roads

Nainoa has worked out 40 possible sea roads among the islands. What are the problems in sailing these roads? And the possibilities? It is important to check them out. The first step is to go to the islands and find out what is still in the collective memory of those living on the ancient stepping stones.

Chant and Dance

Developing mnemonic devices for encoding navigational information used on the 1980 voyage so that it can be

[redacted] make a motion to approp. funds to the Conf. Hal & transp (2,000.00 we)
3,000 $ if we can't use. 1,000.
Unless we take action we loose $.
Moved + seconded. C.F.) —
a prop — Education mat'ls.
Wk shops out the island.
accept the prop. subj. being reimbused by the state.

B.M. festival — yes.
— 6 — 6 repts. To know if 96 is doing

July - Dmt
pilot program — ?

P. Prog) S.T. Chucks grant w/HARPS
can go hand in hand. Get Hokule'a out of here

Make sure Mike follows up
& insurance
question.

Hokule'a ✓) more performance work on her. Studies on her under sail.

learned by other navigators who, in turn, could make the trip as it was done in ancient times. See the proposal, The Transmission of Navigational Knowledge.

Craftwork

Studies of students of Polynesian descent show them to be more highly proficient than other students in working with their hands. (See FAST study and confirming KEEP studies). Since manipulation is the preferred mode of learning for such students, educational programs, to be effective, must involve the student in using such skills.

Exploration

The Tahiti-Hawaii connection has been investigated in two Hokule'a ventures. In the Planetarium sky, we're now investigating the Hawaii-New Zealand star routes.

We are also investigating precession, noting the changes in the sky that take place over the centuries. Sailing information a thousand or two thousand years ago might have been some different than it would be now.

We are also checking out the star instructions that David Lewis and other investigators have gathered in sailing with Micronesian navigators.

Nainoa is naming the stars and making up stories about them. He's working out a system in which the rising stars presage the seasons--a variation on Mau's "storm star" system.

Ho'oponopono

I would like to see PVS move more toward the concept of ho'oponopono in the next 20 years. Presently it operates under a typical hierarchical organizational system--a system of committees, officers, and lines of command. The structure is efficient. I think that ways of working out problems and difficulties in the fashion of the people of old would help retain and increase the vitality of PVS.

Will Kyselka
February 5, 1981

from the U.H., due in March. might get immediate
funding 2r Haven. Studies 1 program.
This is on-going. Need to script this
project. It has to be done.
$426.00 for carpet. Appreciate a letter
— Harris H. Nakasuna Ali'i Housing 2 P.U.S.
List of Projects: Need Volunteers.
Marion doing knotting
Sam Kaai - fish hooks
Roy Lantuman - graphics

June 1 - dedication, Grand opening.
Asking for brochures & floating classroom
Food Prep. display - getting it reproduced.
Moved & seconded.

Treasurers:
Shorty Breitleman - initially was
rd. trip. We never paid him back.
Reimbursement for airfare. m & s.
Told auts - K.S. needs report.

New Business
HARPS - 6 o auts last week. Do the
essential parts of grant. 2 Assn. meet.
use/& implement these curriculum maths.
Plan the voyage around the state.
& what to do when the canoe
around the state of Hawaii.
Conf. reimburse. $2,000 - of 2
use it: 2 è to Makai Pier,
Leeward, Haleiwa, No. Shore, Kauai (Stops)
MKK, Maui.

THE TRANSMISSION OF NAVIGATIONAL KNOWLEDGE

Polynesian Voyaging Society

February 6, 1981

Will Kyselka

How is navigational knowledge generated, tested, and then transmitted to others without the use of the written word?

Knowledge Generation

We recognize three basic areas in the generation of navigational knowledge.

Gathering Data

For three years Nainoa and I sailed back and forth between Hawaii and Tahiti in the Bishop Museum Planetarium. We explored the sky widely, searching for ways that the ancients might have used the stars in sailing to tiny islands over vast Pacific distances. Nainoa kept detailed records, but how would he remember it all? "Gienah is rising as the tail of Canis Major reaches the meridian. Avior is almost at the meridian when Spica and Hokule'a are rising. With Avior at the meridian, Caph is setting, and Hokule'a is 4° above the horizon. When Navi sets the back two stars in the False Cross are on the meridian. Gacrux is rising as Canopus and the Pleiades set. When Regulus is at the meridian, the False Cross and Southern Cross are tilted the same to the horizon." Page after page of data such as this.

From Data to Information

Data became information as Nainoa analyzed it, put it in order, searched for patterns, and came up with clarifying frameworks. The random array of points of light on the Planetarium sky took on meaning. He learned ways of measuring the deviations of stars from the celestial equator, the change in rising and setting positions with a change in latitude, and ways of determining latitude by the elevation of single stars or star pairs above the horizon.

From Information into Knowledge

Information became knowledge as Nainoa internalized the conceptual frameworks. He put a picture of the sky in his mind and personalized it with feelings and experiences at sea.

The Satawalese navigator, Mau Piailug, helped Nainoa in the process of integrating it into a cogent way-finding art. He taught Nainoa how to put his star information together with the motion of the waves for orientation, how to read the clouds, the sky, and the sea.

Testing by Voyaging

Then with the sky and sea in mind and nature's signs to guide him, Nainoa tested the system on the 1980 voyage of Hokule'a to Tahiti and return--10,000 kilometers of open ocean to two intended landfalls--an intellectual feat of highest order, and one not accomplished for perhaps a thousand years.

Transmitting the Knowledge

How can we encode that navigational knowledge into a

Wiley
Alisa, centered of possession of line drawings
mike will contact Dick Rhodes.
D. Rhodes will ~~NG~~ a talk to
Naval Architect Engineers.

Research: Nainoa's correc's of down trip.
Computer plotter is giving us problems. We
) the 1st ~~trip~~ draft of the up trip.
M + accepted. Seconded.

Membership: — of our list of members
+ sending letters out. Count of
2) of Islands. M + seconded by

Steering Comm: no report.

Aloha Tower Mauiteme: Abraham Piianaia
named it foundation of learning.
Nainoa has placed — of his
work of 8th floor. Peace
that possibly contrib $1,000 to the
lot of Nainoa's mat'ls. Gather his
mat'ls + place it on the 8th
floor. Give 1 $ to the h.s. instead
of putting it a book form.
Jimmy Holmes felt that it
/ be difficult to get more moneys
2 sea grant.
Mike Jongsma putting together
a grant for 3,000 for the photo/
documentation of Nainoa's project.
this also entails — of 15 credits

form of oral communication so that another navigator can learn, then, in turn, make the voyage, in much the same manner as was done by navigators centuries ago?

We see this project developing in two areas; there may be more. One is primarily technical--the navigational chant. We now have the information needed for making the voyage; developing suitable mnemonic devices may take years of research.

The other is the dissemination of the Hokule'a experience to others. Song and dance can tell a story--the breaking of the boom and its repair at sea--a story that lends itself so well to artistic expression. So, too, does the way that Mau teaches the star compass. His way of teaching is a dance.

For a great event hasn't really happened, in a sense, until it goes through the minds of creative artists who show us the significance of the event, give us an historical perspective, and make it comprehensible. Song and dance are among the ways.

We're interested in hula that interprets the mood and feeling of being on the longest route used by the ancient Polynesians. In chant that carries the knowledge of the way to islands far over the sea. In song that gives poetic names to the stars. In story that tells of dealing with the contingencies of the voyage. In forms of expression that convey the relationship of stars, sea, wind, and the movement of Hokule'a. In tales of the hopes of those within that circle of the sea to once again see land, and of those who want to sail forever without the disturbing influences of the land. In expressions of the feeling of sailing on fresh winds, gliding gracefully toward lands spoken of in song--lands lying far beyond the limit of that circle of the sea.

We are encouraging creative artists who see a convergence of their own art and the goals of this project to join in this research. We're interested in artists applying their own particular skills in shaping the results of research into forms of expression that communicate to wider audiences.

We have a strong research component. Perhaps the result of this endeavor will be new modes of expression that will emerge and blend, based on a solid foundation of knowledge. Perhaps a modern literature and art will appear as individuals express knowledge in unique ways, adding clarity and richness to concepts.

The voyages of Hokule'a are ventures in "experimental archaeology." Each adds to our knowledge of the ways of the people of old. Our persistent efforts will lead us to greater insights into the mind of the ancient Polynesian.

Jo-Anne
Moky
Mike St.
Wally Froiseth
Mike L
Jerry Miller
Chuck L.

Paula Law
Dixon
Cecilia
Alex Jakubenko
Betty Law

Hawaii Imax - pushed back to July. Gave us $16,000 - 4,000 loan
Sea Trek - Sea Trek pilot program asap. Since Imax pushed back. Waiting for defi. reply 2 S. Trek. until later.

Committee Reports - Education. Can. was c K.S. - to on rept. to go to Fred Cachola. Gordon finished his report. Ants, needs to finish his report.
The $30,000 might not go thru, unless Ants gets report in.

Jan. + Feb. reports. Much is being done w/ Jo-Anne + Gordon. Gordon wants to be out advisor of the Education Committee instead of Co-Chairman
Ants send in rept no later than the 15th.
KS. is interested in knowing if — to children/adults is contacted. Moved + Seconded

Canoe Committee: Chairman absent. Lack of lumber.
The U. of H. can do. - 2 PUS
absolving them 2 blame. PUS + U.H
as co-insured $1 mill dollar. Insurance policy. Damage/death.
Mike Requests a copy of letter. 2 U.H.

From Dixon { Dick Rhodes / up w/ line drawings of vessel - ~~Dixon has them~~

Plan: written up (weather bodies)

a) Research Plan

b) made soon

c) Trip — winter

d) summer to dec, + leaves 1 year to get ready

e) Plants 2 stay + confirm weather data

H-T / leg

T-Cooks leave

C-NZ

NZ & to Society

min 4 legs (max) 6 legs

Summer 1984

adventure

adventure

Jan: Nor part of NO island

So part of NO island

Prelim research before going to N.Z.

Paley's did it + + 9 1 2 & cont

13

How did they do it.

PLANNING COMMITTEE
13 July 1982
Bishop Estate

Present: Pinky Thompson, Marlene Among, Dixon Stroup, Guy Rothwell

Topic: TO GENERATE NEW INFORMATION

Priority programs:

1) publication of book covering migration patterns, and similiarity of canoe designs - resource person: Alex Spoehr

2) calibration of sailing (marine technology in different sea states, etc., and how does a boat with no keel go to windward?) - program to be designed by Manley St. Dennis and implemented as soon as Hokule'a sails.

3) Feasibility study of sailing Hokule'a to New Zealand and back (summer 1985) - resource person: Nainoa Thompson

IV

II. Alex Spoehr - B.M. is he was arts & crafts on Oceanic
trace lineage & culture - Resource person:
on Canoes of Oceania

canoes: of canoes

Thought - Art book - photos, etching - canoes of the Pacific

K.S. could print it & kids do research

maybe a map - designate migrations

→ Resource person to set up a file
should this be education part

ref. of Hokule'a using in new areas:

1) Cause performance - marine technology in diff. sea states, etc.
is does a boat or a keel go to windward. (sep. from navigation)
- Manley St. Dennis -

interested to review arch. tech

12 of 20 the interest of Hokule'a

2) 30 min. in 1 con'd - done in Hawaii on 2 2 Sails.
ref. Some instrumentation

does well to windward.

3) Sail trim

Where we are now, poss. to teach these skills. Blow the mystic'cism out of it. It ✓ be poss. to teach this skill. Set up a regatta - as a test case - compete to 2 kind of trip out of sight of land w. the techniques learned 2 Wayne + Nainoa. define the problem

Go back to the Waianae Cultural Center
take 2 canoes & a sailing calibration
When it is all done - competent

17

greater awareness of environment

Group in NZ, Study preliminary steps.
Maori culture - mana, la ei tuna, dilation.
navigation - X-mas Island + back

Group in N.Z. - Gordon Pirenaica or Abe

a) calibration of trials

b) NZ Trip
1) more cultural + anthropological aspects
2) refining Nainoa's navigation
stamina
man against the sea.
Sail. Transponder

1) rig patterns
canoe design
similarity
ALEX Stracha

2) Calibration of sailing
a) Manley St. Dennis -
design a program
as boom and canoe
in water

3) feasibility study of
NZ + back - Jan 1 - Budget
+ Plan
is do we

4) Training +
navigation -
X-mas Island + back
training trips
summer
85

ILLEGIBLE

All the r's ( ) to be done.

N. Jol Tripo as Mr.
Kenney Brown

MEMO

DATE JUNE 14, 1982

To BOARD OF DIRECTORS - P.V.S.

FROM: AD HOC COMMITTEE ON PLANNING

Attached is a draft of a structure for short and long term planning for P.V.S.

Please review for discussion and adoption of a planning format for us to pursue by identified priority programs, particularly programs that can be achieved within the next three years.

M.T.

From MYRON B. THOMPSON

DRAFT

P.V.S.

OPERATIONAL PLAN
JUNE 1982

MISSION

The Mission of the Polynesian Voyaging Society is to: "Provide ocean-oriented experiences that will assist others in recognizing and understanding navigational and survival skills prominent in Hawaii and other Polynesian cultures; in order that these people might enrich their personal value systems and develop a deeper sense of appreciation for the Hawaiian and Polynesian cultures."

OBJECTIVES

In order to achieve the above mission the following four major objectives are suggested:

I. To complete all prior commitments.

II. To generate new information.

III. To develop educational materials and programs for dissemination. - Chuck

IV. To establish and maintain organization adequate to insure support for programs and continued existence.

SUB-OBJECTIVES

Each major objective category may be further refined by the following sub-objectives:

I. To complete all prior commitments;

A. Film for McInerny Foundation Grant.

B. Complete documentation from 1980 voyage.

C. Finalize all reports; such as,

1. State Foundation on Culture and the Arts.

2. Others.

D. Repair Hokule'a.
E. Nainoa's tapes, research and manuscript (for printing)
F. Chants that Leinoala Heine or others were going to do about Hokulea's trip (1980)
G. Movie that Chuck Larson was going to do.
H. Michael Tongg's photos of 1980 trip for dissemination -- Slide presentation and photo reproductions Posters, Pictorial Book (1980 trip)
I. Revision of Heritage Book

II. To generate new information;

A. Promote awareness of canoes of oceania.

B. Continue research in Polynesian Voyaging, the discovery of the islands in the Polynesian Triangle (i.e. New Zealand) through long distance voyages, and document whatever has been recorded regarding migratory patterns, etc.

C. Establish schools/centers throughout the Triangle (Kualoa, Oahu, could be designated as the main center and be the permanent site for the Polynesian Voyaging Society headquarters).

D. Perpetuate/preserve the art of Polynesian voyaging--skills, traditions, knowledge.

E. Promote greater interaction with other Polynesian groups to establish the art of Polynesian voyaging, cultural ties, etc.

F. Investigate Pacific Island voyaging (methods, purpose, history) to instill pride, leadership, and appreciation for past, present and future.

1. Provide a vehicle for Hawaiian people to experience ancient voyaging which will help them to identify their "roots."

2. Revive "ancient" values/traditions by utilizing "ancient" skills in today's society.

III. To develop educational materials and programs for dissemination.

A. Develop educational materials and programs on Polynesian Voyaging/Navigation (Purpose, methods, skills, knowledge, culture, etc.) and disseminate this information to the general public, educational institutions, interested groups, other Polynesian groups, etc.

1. Use the Hokule'a as a floating classroom for practical experience and training. Initiate inter-island trips.
2. Prepare educational format for the general public-visual presentations/literature.
3. Organize a speaker's bureau on all islands to emphasize educational programs.
4. Establish a resource center (Kualoa) accessible to the community to learn about all aspects of Polynesian identity. This could also serve as a training center for canoe building, navigational skills, etc.
5. Provide noninstrument navigation--articles, presentations, etc.
6. Continue to sail the canoe to provide a training program for new crew/officers/navigators on Polynesian voyaging while also maintaining the Hokule'a in seaworthy condition. They could serve as educators in schools, to the general public, community, etc.
7. Serve to educate young people in seafaring and navigational abilities.
8. Construct more canoes for different educational uses.
9. Provide good water training to children/adults by sailing on the canoe.

B. Touch base with educational institution in utilizing materials.

C. Produce additional educational films.

IV. To establish and maintain organization adequate to insure support for programs and continued existence.

A. Insure continued existence of the Polynesian Voyaging Society by increasing membership, financial support, public interest, and securing a permanent location and facilities for the Polynesian Voyaging Society and its canoes.

B. Financial Support.

1. Create funding foundation to preserve canoe and develop educational materials.
2. Raise money (fund raisers).
3. Request grant monies.
4. Long term financial program needed.
5. Locate a permanent home for the canoe and have an ongoing maintenance program.
6. Cost-out every project.

C. People support.

1. Support from Polynesian Voyaging Society members.
2. Cultivate the desire for adventure and taking on challenges.
3. Maintain interest between voyages.

D. Community support.

1. Inform the public of the importance of this organization.
2. Maintain credibility through accuracy of information.

E. Development of an organization to meet the goals/objectives of the Polynesian Voyaging Society. Elect a competent staff/board to insure maximum operational functions (budget, facilities, equipment, etc.)

1. Develop open communication of ideas and feelings within the society.
2. Refocus of the Hokule'a Society to the Polynesian Voyaging Society.
3. Have clear goals and missions and a plan of action for the future.
4. Incorporate the Polynesian Voyaging Society with The Kamehameha Schools/Bishop Estate.