

OFFICE OF THE TRUSTEES
519 Halekauwila Street
P. O. Box 3466
Honolulu, Hawaii 96801
Telephone 531-1684
Cable: PAUAHI

KAMEHAMEHA SCHOOLS / BERNICE PAUAHI BISHOP ESTATE

March 5, 1979

MEMORANDUM

TO: DR. BEN YOUNG
FROM: MYRON B. THOMPSON
SUBJECT: P.V.S. REQUEST FOR FUNDS FROM HEW

Dr. Jorgensen of HEW revealed the following:

1. There are in excess of 400 applications.
2. There will be approximately 50 awards.
3. Decision on the 50 awards will be made in approximately nine weeks.
4. Funding will begin October 1, 1979.
5. Timetable for plan can be adjusted at the point of negotiating an agreement.

NOTE: It appears that serious thought should be given to ALU LIKE funding Marlene's position anyway.

M. B. T.
MYRON B. THOMPSON



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
BUREAU OF HIGHER AND CONTINUING EDUCATION
WASHINGTON, D.C. 20202

June 19, 1979

549AH90281
POLYNESIAN VOYAGING SOC
EDUC COMM
PO BOX 6037 1355 KALIHI ST
HONOLULU HI 96818

Dear Applicant:

Thank you for your grant application submitted under the Ethnic Heritage Studies Program.

I regret to inform you that your application was not selected for funding in 1979.

We received over 400 applications. Only a small percentage of them could be supported because of the limited appropriations for the program. All applications were reviewed by non-governmental and as governmental experts on the basis of the funding criteria and regulations as published in the Federal Register, November 2, 1979. 1

All applicants to the Ethnic Heritage Studies Program have been placed on our mailing list in case funds are appropriated in FY 1980.

Permit me to express our warm regard for your continuing interest in Ethnic Heritage Studies.

Sincerely,

Alfred L. Moyé
Deputy Commissioner for
Higher and Continuing Education

Enclosure

3

ORIGINAL

(THIS IS THE OFFICE COPY AND IT DOES
NOT LEAVE THE OFFICE UNDER ANY CIRCUM-
STANCES.)

IN THE MATTER OF

Notice of Public Meeting

Polynesian Voyaging Society

AFFIDAVIT OF PUBLICATION

STATE OF HAWAII,
CITY AND COUNTY OF HONOLULU. } ss.

Nancy Kira being

duly sworn, deposes and says, that She is Clerk of the HAWAII NEWSPAPER AGENCY, INC., agent for HONOLULU ADVERTISER, INC., publishers of THE HONOLULU ADVERTISER and SUNDAY STAR-BULLETIN and ADVERTISER, a daily newspaper published in the City and County of Honolulu, State of Hawaii, that the ordered publication in the above entitled matter of which the annexed is a true and correct printed notice, was published one times in said daily newspaper, commencing on the 20th day of December, 1978, and ending on the 20th day of December, 1978 (both days inclusive), to wit, on December 20, 1978

and that affiant is not a party to or in any way interested in the above entitled matter.

Nancy Kira

Subscribed and sworn to before me this 20th day of December, A. D. 1978.

John K. Hinkley
Notary Public of the First Judicial Circuit,
State of Hawaii

My commission expires

MY COMMISSION EXPIRES AUGUST 30, 1981

POLYNESIAN VOYAGING SOCIETY

BOX 6037 / HONOLULU / HAWAII 96818 / (808) 841-3966

ETHNIC HERITAGE STUDIES PROGRAM GRANT
(FEDERAL CATALOG NUMBER 13.549) DUE DATE: JANUARY 5, 1979

PRESIDENT

MICHAEL A. TONGG

VICE PRESIDENT

JO ANNE STERLING

TREASURER

ANTHONY GUERRERO, JR.

SECRETARY

RENEE MILLER

BOARD OF DIRECTORS

PAIGE KAWELO
BARBER

KEALIPUAIMOKU
FROISETH

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JERRY K. MULLER

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AUGUST YEE

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YOUNG, M.D.

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KANE, M.F.A.

G. ZULU KAUHI

PO'OMAI KAWANANAKOA

ED KEALANAHELE,
REVEREND

JOHN KRUSE

FRANCIS KAINOA LEE

GORDON PI'IANAIA

SUBMITTED TO: U. S. Office of Education
Application Control Center
Attention 13.549
Washington, D. C. 20202

PROPOSAL TITLE: Ethnic Heritage Studies Program
"Polynesian Voyaging: Resource
and Training for Multi-Cultural
Education"

APPLICANT: Polynesian Voyaging Society
P.O. Box 6037/1355 Kalihi Street
Honolulu, Hawaii 96818

PRINCIPAL INVESTIGATOR:

Charles E. Larson
Charles E. Larson, M.ED.
(808) 261-8534

DURATION OF ACTIVITY: October 1, 1979 - September 30, 1980

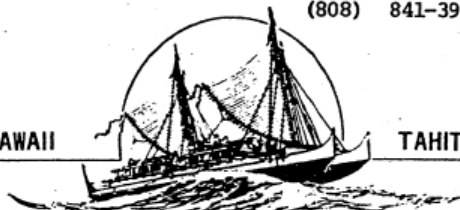
DATE TRANSMITTED: January 4, 1979

TRANSMITTED BY:

Michael A. Tongg
Michael A. Tongg, President
Board of Directors, Polynesian Voyaging
Society
(808) 523-2441

AGENCY RESPONSIBLE FOR FUNDS: Polynesian Voyaging Society
P.O. Box 6031
Honolulu, Hawaii 96818
(808) 841-3966

HAWAII



TAHITI

BICENTENNIAL VOYAGE OF REDISCOVERY
HOE AKU I KAWA'A

ABSTRACT

FOCUS: Area I. Training of Persons in Ethnic Studies

Level: Elementary Education

Overall Objective: To train elementary school teachers, and other ethnic studies personnel in the area of Polynesian voyaging so as to enhance their understanding of ethnic identity, interethnic communication and relations and the process of American multi-culturalism.

SPECIFIC OBJECTIVES:

1. To establish five regional Polynesian voyaging resource centers at Honolulu, Windward O'ahu, North Shore O'ahu, Kealia on Kaua'i, and Piahi on Maui.
2. To train resident resource persons in Polynesian voyaging at each of the five resource centers.
3. To use the Hokule'a as a floating classroom to be temporarily berthed near each of the five resource centers.
4. To have the five regional Polynesian voyaging resource people train elementary school teachers and other professionals in ethnic studies to:
 - a. Identify Polynesian voyaging resources and resource people.
 - b. Explain the concepts and techniques of Polynesian voyaging.
 - c. Effectively use the curriculum materials provided by the Polynesian Voyaging Society.
 - d. Demonstrate the value of a multi-ethnic approach by explaining the unique components of Polynesian voyaging and culture.
 - e. Understand the ethnic values and lifestyles of the Polynesians so that they will interact in a meaningful, culturally enriching manner with persons of diverse ethnic backgrounds.

APPROACH:

The project is organized to provide resource materials and training in two stages.

The first stage is to organize the curriculum materials and train persons to permanently operate one main resource center and four satellite resource centers. The second stage is to train personnel and teachers of elementary school aged children in the use and availability of Polynesian voyaging resources and its relevance for understanding ethnic identity, interethnic communication and relations and the process of American multi-culturalism.

AMOUNT OF FUNDING REQUESTED: \$59,960.00

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OMB Approval No. 29-R0218

FEDERAL ASSISTANCE		2. APPLICANT'S APPLICATION	3. STATE APPLICATION IDENTIFIER	4. NUMBER
1. TYPE OF ACTION <input type="checkbox"/> PREAPPLICATION <input checked="" type="checkbox"/> APPLICATION (Mark appropriate box) <input type="checkbox"/> NOTIFICATION OF INTENT (Opt.) <input type="checkbox"/> REPORT OF FEDERAL ACTION		a. NUMBER NA b. DATE 19 79 1 4	a. NUMBER Not applicable b. DATE Year month day ASSIGNED 19 NA	
4. LEGAL APPLICANT/RECIPIENT a. Applicant Name : Polynesian Voyaging Society b. Organization Unit : Education Committee c. Street/P.O. Box : P.O. Box 6037 1355 Kalihi St. d. City : Honolulu a. County : Honolulu e. State : Hawaii g. ZIP Code : 96818 h. Contact Person (Name & telephone No.) : Charles E. Larson		5. FEDERAL EMPLOYER IDENTIFICATION NO. [REDACTED]		
7. TITLE AND DESCRIPTION OF APPLICANT'S PROJECT Polynesian Voyaging: Resource and Training for Multi-Cultural Education		6. PROGRAM (From Federal Catalog) a. NUMBER [REDACTED] b. TITLE Ethnic Heritage Studies Program		
10. AREA OF PROJECT IMPACT (Name of cities, counties, States, etc.) Hawaii (Oahu, Kauai, Maui)		8. TYPE OF APPLICANT/RECIPIENT A-State B-Intermediate C-Substate D-District E-City F-School District G-Special Purpose District H-Community Action Agency I-Higher Educational Institution J-Indian Tribe K-Other (Specify): Voyaging Society Enter appropriate letter [K]		
11. ESTIMATED NUMBER OF PERSONS BENEFITING 4,000		9. TYPE OF ASSISTANCE A-Basic Grant B-Supplemental Grant C-Loan D-Insurance E-Other Enter appropriate letter(s) [A]		
12. TYPE OF APPLICATION A-New B-Renewal C-Revision D-Continuation Enter appropriate letter [A]		13. PROPOSED FUNDING a. FEDERAL \$ 59,960 .00 b. APPLICANT .00 c. STATE .00 d. LOCAL .00 e. OTHER .00 f. TOTAL \$ 59,960 .00		
14. CONGRESSIONAL DISTRICTS OF: a. APPLICANT 1 b. PROJECT State-wide 16. PROJECT START DATE Year month day 19 79 10 1 17. PROJECT DURATION 12 Months 18. ESTIMATED DATE TO BE SUBMITTED TO FEDERAL AGENCY 19 79 1 4		15. TYPE OF CHANGE (For 15c or 15d) A-Increase Dollars B-Decrease Dollars C-Increase Duration D-Decrease Duration E-Cancellation F-Other (Specify): Not Applicable Enter appropriate letter(s) []		
20. FEDERAL AGENCY TO RECEIVE REQUEST (Name, City, State, ZIP code) U.S. Office of Education, Application Control Center, Washington, D.C. 20202		19. EXISTING FEDERAL IDENTIFICATION NUMBER Not applicable		
22. THE APPLICANT CERTIFIES THAT: a. To the best of my knowledge and belief, data in this preapplication/application are true and correct, the document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is approved. b. If required by OMB Circular A-95 this application was submitted, pursuant to instructions therein, to appropriate clearinghouses and all responses are attached: (1) NA (2) NA (3) NA		23. REMARKS ADDED <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
23. CERTIFYING REPRESENTATIVE a. TYPED NAME AND TITLE Michael A. Tongg President, Board of Directors b. SIGNATURE [Signature] c. DATE SIGNED Year month day 1979 1 3		24. AGENCY NAME		
26. ORGANIZATIONAL UNIT		27. ADMINISTRATIVE OFFICE		
29. ADDRESS		28. FEDERAL APPLICATION IDENTIFICATION		
31. ACTION TAKEN <input type="checkbox"/> a. AWARDED <input type="checkbox"/> b. REJECTED <input type="checkbox"/> c. RETURNED FOR AMENDMENT <input type="checkbox"/> d. DEFERRED <input type="checkbox"/> e. WITHDRAWN		30. FEDERAL GRANT IDENTIFICATION		
32. FUNDING a. FEDERAL \$.00 b. APPLICANT .03 c. STATE .00 d. LOCAL .00 e. OTHER .00 f. TOTAL \$.00		33. ACTION DATE 19 34. STARTING DATE 19 35. CONTACT FOR ADDITIONAL INFORMATION (Name and telephone number) 36. ENDING DATE 19 37. REMARKS ADDED <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
35. FEDERAL AGENCY A-95 ACTION a. In taking above action, any comments received from clearinghouses were considered; if agency response is due under provisions of Part 1, OMB Circular A-95, it has been or is being made.		b. FEDERAL AGENCY A-95 OFFICIAL (Name and telephone no.)		

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Address only reply to: P.O. Box 231, Los Angeles, Calif. 90023
Department of the Treasury
LA-20-74-380
District Director
Internal Revenue Service
Date: FEB 17 1978 In reply refer to: Earl Knight
L-391, Code 421120917B
Determinations Section (213) 420-4552
Polytechnic Vespene Society
2467 Alta Vista
Hemlock, Hawaii 96821

Accounting Period Ends: December 31
Form 990 Required: ☒ Yes ☐ No
Advance Ruling Period Ends: December 31, 1978

Based on the information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code.

Because you are a newly created organization, we are not now making a final determination of your foundation status under section 509(a) of the Code. However, we have determined that you can reasonably be expected to be a publicly supported organization of the type described in section 509(b)(1)(A)(i).

Accordingly, you will be treated as a publicly supported organization, and not as a private foundation, during an advance ruling period. This advance ruling period begins on the date of your inception and ends on the date shown above.

Within 90 days after the end of your advance ruling period, you must submit to us information needed to determine whether you have met the requirements of the applicable support test during the advance ruling period. If you establish that you have been a publicly supported organization, you will be classified as a section 509(a)(1) or 509(a)(2) organization so long as you continue to meet the requirements of the applicable support test. If, however, you do not meet the public support requirements during the advance ruling period, you will be classified as a private foundation for future periods. Also, in the event you are classified as a private foundation, you will be treated as a private foundation from the date of your inception for purposes of sections 507(d) and 4940.

Grantors and donors may rely on the determination that you are not a private foundation until 90 days after the end of your advance ruling period. In addition, if you submit the required information

(uud)

Form L-391 (4-72)

within the 90 days, grantors and donors may continue to rely on the advance determination until the Service makes a final determination of your foundation status. However, if notice that you will no longer be treated as a section 509(a)(1)(A)(i) organization is published in the Internal Revenue Bulletin, grantors and donors may not rely on this determination after the date of such publication. Also, a grantor or donor may not rely on this determination if he was in part responsible for, or was aware of, the act or failure to act that resulted in your loss of section 509(a)(1)(A)(i) status, or acquired knowledge that the Internal Revenue Service had given notice that you would be removed from classification as a section 509(a)(1)(A)(i) organization.

Donors may deduct contributions to you as provided in section 170 of the Code. Requests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

You are not liable for social security (FICA) taxes unless you file a waiver of exemption certificate as provided in the Federal Insurance Contributions Act. You are not liable for the taxes imposed under the Federal Unemployment Tax Act (FUTA).

Organizations that are not private foundations are not subject to the excise taxes under Chapter 42 of the Code. However, you are not automatically exempt from other Federal excise taxes. If you have any questions concerning these taxes, please let us know.

If your sources of support, or your purposes, character, or method of operation is changed, you should let us know so we can consider the effect of the change on your status. Also, you should inform us of all changes in your name or address.

If the yes box at the top of this letter is checked, you are required to file Form 990, Return of Organization Exempt From Income Tax, only if your gross receipts each year are normally more than \$5,000. The return is due by the 15th day of the fifth month after the end of your annual accounting period. The law imposes a penalty of \$10 a day, up to a maximum of \$5,000, for failure to file the return on time.

You are not required to file Federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

Sincerely yours,

W. F. Cornett
Acting District Director Form L-391 (4-72)

See attached

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OMB APPROVAL NO. 25-R0218

PART III - BUDGET INFORMATION

SECTION A - BUDGET SUMMARY						
GRANT PROGRAM, FUNCTION OR ACTIVITY (A)	FEDERAL CATALOG NO. (B)	ESTIMATED UNOBLIGATED FUNDS		NEW OR REVISED BUDGET		
		FEDERAL (C)	NON-FEDERAL (D)	FEDERAL (E)	NON-FEDERAL (F)	TOTAL (G)
Ethnic Heritage Studies	13.549	\$	\$	\$ 59,960.00	\$	\$
2.						
3.						
4.						
5. TOTALS		\$	\$	\$ 59,960.00	\$	\$

SECTION B - BUDGET CATEGORIES						
6. OBJECT CLASS CATEGORIES	GRANT PROGRAM, FUNCTION OR ACTIVITY					TOTAL (2)
	(1)	(2)	(3)	(4)	(5)	
a. PERSONNEL	\$48,650.00	\$	\$	\$	\$	\$
b. PRINCE BENEFITS	NA					
c. TRAVEL	2,690.00					
d. EQUIPMENT	NA					
e. SUPPLIES	300.00					
f. CONTRACTUAL	4,320.00					
g. CONSTRUCTION	NA					
h. OTHER Printing	1,000.00					
i. TOTAL DIRECT CHARGES	56,960.00					
j. INDIRECT CHARGES	3,000.00					
k. TOTALS	\$59,960.00	\$	\$	\$	\$	\$
7. PROGRAM INCOME	\$NA	\$	\$	\$	\$	\$

NEWSDT

F10

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OMB APPROVAL NO. 25-R0218

SECTION C - NON-FEDERAL RESOURCES				
(a) GRANT PROGRAM	(b) APPLICANT	(c) STATE	(d) OTHER SOURCES	(e) TOTALS
8.	\$	\$	\$	\$
9.				
10.				
11.				
12. TOTALS	\$	\$	\$	\$

SECTION D - FORECASTED CASH NEEDS					
	TOTAL FOR 1ST YEAR	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER
13. FEDERAL	\$ 59,960.00	\$ 13,560.00	\$ 14,700.00	\$ 15,850.00	\$ 15,850.00
14. NON-FEDERAL					
15. TOTALS	\$ 59,960.00	\$ 13,560.00	\$ 14,700.00	\$ 15,850.00	\$ 15,850.00

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT				
(a) GRANT PROGRAM	FUTURE FUNDING PERIODS (years)			
	(b) FIRST	(c) SECOND	(d) THIRD	(e) FOURTH
16. Not Applicable	\$	\$	\$	\$
17. Not Applicable				
18. Not Applicable				
19. Not Applicable				
20. TOTALS Not Applicable	\$	\$	\$	\$

SECTION F - OTHER BUDGET INFORMATION (attach additional sheets if necessary)

21. DIRECT CHARGES:
See attached Budget Justification for details
22. INDIRECT CHARGES:
Rate of approximately .05 on base of \$56,960.00 for total indirect charge of \$3,000.00
23. REMARKS:

PART IV - PROGRAM NARRATIVE (attach per instructions)

6.e. Supplies

1. Office Supplies	<u>300.00</u>
Subtotal	300.00

f. Contractual

Consultant in Polynesian Culture	1,000.00
Air Travel - 2 RT Interisland	100.00
Per Diem 2 days @ \$30.00	60.00
Consultant - Evaluation	2,000.00
Air Travel - 2 RT Interisland	100.00
Per Diem 2 days @ \$30.00	60.00
Consultant - Photographer (includes film, processing, etc.)	<u>1,000.00</u>
Subtotal	4,320.00

h. Printing

1.. Printed materials

4,000 copies of work booklet and evaluation sheet (\$.25/copy x 4,000)	<u>1,000.00</u>
Subtotal	1,000.00

* j. Indirect Charges	<u>3,000.00</u>
Subtotal	3,000.00

TOTAL \$59,960.00

- * Indirect Charges - fiscal management will be provided by the executive committee of the Polynesian Voyaging Society. Costs were figured at approximately .05% of \$56,960.00. The committee consists of:

Michael A. Tongg - President and attorney
Anthony Guerrero, Jr. - Treasurer and Vice President
First Hawaiian Bank
Kaipo Kauka - Vice President and Community Heritage
Coordinator for Hawaii Foundation for
History and Humanities

Polynesian Voyaging Society (PVS)
Resource and Training for Multi-Cultural Education

ETHNIC HERITAGE STUDIES PROGRAM
October 1, 1979 - September 30, 1980

Budget Justification

6.a. Personnel Salaries	Rate/ Month	Months of Effort	Approximate % of Effort	Cost
Project Director	416.00	12	25.00	5,000.00
Trainer/Curriculum Developer	1,000.00	12	100.00	12,000.00
Trainer/Administrative Assistant	1,000.00	12	100.00	12,000.00
Crew Supervisor	1,000.00	12	100.00	12,000.00
Satellite Trainers:				
from Seagull School	850.00	3	100.00	2,550.00
from Rainbow School	850.00	2	100.00	1,700.00
from Island School	850.00	2	100.00	1,700.00
from Piahi School	850.00	2	100.00	1,700.00
				<u>48,650.00</u>

Subtotal 48,650.00

b. Fringe benefits are not figures as all personnel will be contracted.

c. Travel

Airfare - Interisland		
1 RT Kauai-HNL-Kauai for trainee		50.00
1 RT Maui-HNL-Maui for trainee		50.00
4 RT HNL-Kauai-HNL for 4 PVS staff		200.00
(\$50.00 x 4)		
4 RT HNL-Maui-HNL for 4 PVS staff		200.00
(\$50.00 x 4)		

Per Diem		
HNL:	\$30.00/day x 4 days x 2 trainees	240.00
Kauai:	\$30.00/day x 5 days x 3 staff	450.00
Maui:	\$30.00/day x 5 days x 3 staff	450.00
Kauai:	\$30.00/day x 10 days x 1 crew supervisor	300.00
Maui:	\$30.00/day x 10 days x 1 crew supervisor	300.00

Mileage:	3,000 miles x \$.15	<u>450.00</u>
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Subtotal 2,690.00

ASSURANCE OF COMPLIANCE WITH THE DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE REGULATION UNDER
TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

POLYNESIAN VOYAGING SOCIETY

(Name of Applicant)

(hereinafter called the "Applicant")

HEREBY AGREES THAT it will comply with title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulation of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to that title, to the end that, in accordance with title VI of that Act and the Regulation, no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the Applicant receives Federal financial assistance from the Department; and HEREBY GIVES ASSURANCE THAT it will immediately take any measures necessary to effectuate this agreement.

If any real property or structure thereon is provided or improved with the aid of Federal financial assistance extended to the Applicant by the Department, this assurance shall obligate the Applicant, or in the case of any transfer of such property, any transferee, for the period during which the real property or structure is used for a purpose for which the Federal financial assistance is extended or for another purpose involving the provision of similar services or benefits. If any personal property is so provided, this assurance shall obligate the Applicant for the period during which it retains ownership or possession of the property. In all other cases, this assurance shall obligate the Applicant for the period during which the Federal financial assistance is extended to it by the Department.

THIS ASSURANCE is given in consideration of and for the purpose of obtaining any and all Federal grants, loans, contracts, property, discounts or other Federal financial assistance extended after the date hereof to the Applicant by the Department, including installment payments after such date on account of applications for Federal financial assistance which were approved before such date. The Applicant recognizes and agrees that such Federal financial assistance will be extended in reliance on the representations and agreements made in this assurance, and that the United States shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the Applicant, its successors, transferees, and assignees, and the person or persons whose signatures appear below are authorized to sign this assurance on behalf of the Applicant.

Dated January 3, 1979

POLYNESIAN VOYAGING SOCIETY

(Applicant)

By Michael A. Tongg
(President, Chairman of Board, or comparable
authorized official)

P.O. Box 6037 / 1355 Kalihi Street

Honolulu, Hawaii 96818

(Applicant's mailing address)

HEW-441
(12-64)

F6

ASSURANCE OF COMPLIANCE WITH TITLE IX (THE
EDUCATION AMENDMENTS OF 1972 AND THE
REGULATION ISSUED BY THE DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE IN
IMPLEMENTATION THEREOF

(PLEASE READ EXPLANATION OF HEW FORM 639 A (3/77)* BEFORE COMPLETING
THIS DOCUMENT)

Pursuant to 45 C.F.R. 86.4:

<u>Polynesian Voyaging Society</u> (Name of Applicant or recipient)
<u>[REDACTED]</u> (address)
<u>Honolulu, Hawaii 96818</u> (city, state, zip code)
<u>[REDACTED]</u> (identifying code-FICE, OE, or IRS)

(hereinafter the "Applicant") gives this assurance in consideration of and for purpose of obtaining Federal education grants, loans, contracts (except contracts of insurance or guaranty), property, discounts, or other Federal financial assistance to education programs or activities from the Department of Health, Education, and Welfare (hereinafter the "Department"), including payments or other assistance hereafter received pursuant to applications approved prior to the date of this assurance.

ARTICLE I - TYPE OF INSTITUTION SUBMITTING ASSURANCE.

A. The Applicant is (check the following boxes where applicable):

1. ☐ A state education agency.
2. ☐ A local education agency.
3. ☐ A publicly controlled educational institution or organization.
4. ☐ A privately controlled educational institution or organization.
5. ☒ A person, organization, group or other entity not primarily engaged in education. If this box is checked, insert primary purpose or activity of Applicant in the space provided below:

Voyaging and Education

*HEW Form 639 A (3/77) This form supersedes HEW Form 639 (7/76). HEW Form 639 (7/76) submitted prior to this revision are valid and recipients need not submit a new assurance.

- B. ☐ Claiming a religious exemption under 45 C.F.R. 86.12().
(If religious exemption is claimed, attach statement by highest ranking official of Applicant identifying the specific provisions of 45 C.F.R. Part 86 which conflict with a specific religious tenet of the controlling religious organization.)
- C. The Applicant offers one or more of the following programs or activities (check where applicable):
- | | |
|---|---|
| 1. <input type="checkbox"/> Pre-school | 6. <input type="checkbox"/> Undergraduate (including junior and community colleges) |
| 2. <input type="checkbox"/> Kindergarten | 7. <input type="checkbox"/> Vocational or Technical |
| 3. <input type="checkbox"/> Elementary or Secondary | 8. <input type="checkbox"/> Professional |
| 4. <input type="checkbox"/> Graduate | |
| 5. <input type="checkbox"/> Other (such as special programs for the handicapped even if provided on the pre-school, elementary or secondary level). If this box is checked, give brief description below: | |

ARTICLE II-PERIOD OF ASSURANCE. This assurance shall obligate the Applicant for the period during which Federal financial assistance is extended to it by the Department.

ARTICLE III-TERMS AND CONDITIONS. The Applicant hereby agrees that it will:

1. Comply, to the extent applicable to it, with Title IX of the Education Amendments of 1972 (P.L. 92-318), as amended, 20 U.S.C. 1681, 1682, 1683, and 1685 (hereinafter, "Title IX"), and all applicable requirements imposed by or pursuant to the Department's regulation issued pursuant to Title IX, 45 C.F.R. Part 86 (hereinafter, "Part 86"), to the end that, in accordance with Title IX and Part 86, no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any education program or activity for which the Applicant receives or benefits from Federal financial assistance from the Department. (This assurance does not apply to sections 904 (proscribing denial of admission to course of study on the basis of blindness) and 906 (amending other laws) of Title IX, 20, U.S.C. 1684 and 1686.)

2. Assure itself that all contractors, subcontractors, subgrantees or others with whom it arranges to provide services or benefits to its students or employees in connection with its education program or activity are not discriminating on the basis of sex against these students or employees.

3. Make no transfer or other conveyance of title to any real or personal property which was purchased or improved with the aid of Federal financial assistance covered by this assurance, and which is to continue to be used for an education program or activity and where the Federal share of the fair market value of such property has not been refunded or otherwise properly accounted for to the Federal government, without securing from the transferee an assurance of compliance with Title IX and Part 86 satisfactory to the Director and submitting such assurance to the Department.

4. Submit a revised assurance within 30 days after any information contained in this assurance becomes inaccurate.

5. If the Applicant is a state education agency, submit reports in a manner prescribed by the Director under 45 C.F.R. 80.6(b) as to the compliance with Title IX and Part 86 of local education agencies or other education programs or activities within its jurisdiction.

ARTICLE IV-DESIGNATION OF RESPONSIBLE EMPLOYEE AND ADOPTION OF GRIEVANCE PROCEDURES. (Check the appropriate box.)

A. 1. () Pursuant to 45 C.F.R. 86.8, the Applicant has adopted grievance procedures and designated the following employee to coordinate its efforts to comply with Part 86 and has notified all of its students and employees of these grievance procedures and the following name, address and telephone number of the designated employee:

2. _____
(name of employee)

3. _____
(office address)

4. _____
(telephone number)

B. 1. (x) The Applicant is not presently receiving Federal financial assistance subject to Part 86 and, consequently, has not designated a responsible employee or adopted grievance procedures pursuant to 45 C.F.R. 86.8 but will do so immediately upon award of such assistance and will immediately notify the Director, its students and employees of the name, office address, and telephone number of the employee so designated.

ARTICLE V - SELF-EVALUATION. (Check the appropriate box.)

A. (X) The Applicant has completed a self-evaluation as required by 45 C.F.R. 86.3(c) and has not found it necessary to modify any of its policies and practices or to take any remedial steps to come into compliance with Part 86.

B. () The Applicant has completed a self-evaluation as required by 45 C.F.R. 86.3(c) and has ceased to carry out any policies and practices which do not or may not meet the requirements of Part 86 and is taking any necessary remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to such policies and practices.

C. () The Applicant has not completed the self-evaluation required by 45 C.F.R. 86.3(c) but expects to have it completed by _____ insert date

D. () The Applicant is not required to conduct a self-evaluation under 45 C.F.R. 86.3 since it did not receive any Federal financial assistance to which Part 86 applies prior to July 21, 1976.

Date: January 3, 1979

POLYNESIAN VOYAGING SOCIETY
(Insert name of Applicant)

By

Michael A. Ingg
(This document must be signed by
an official legally authorized
to contractually bind the Applicant.)

President, Board of Directors
POLYNESIAN VOYAGING SOCIETY
(Insert title of authorized official.)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

☒ GRANT ☐ CONTRACT ☐ FELLOW ☐ OTHER

PROTECTION OF HUMAN SUBJECTS
ASSURANCE/CERTIFICATION/DECLARATION

☒ NEW ☐ RENEWAL ☐ CONTINUATION
APPLICATION IDENTIFICATION NUMBER (if known)

☒ ORIGINAL ☐ FOLLOWUP ☐ REVISION

STATEMENT OF POLICY: Safeguarding the rights and welfare of subjects at risk in activities supported under grants and contracts from DHEW is primarily the responsibility of the institution which receives or is accountable to DHEW for the funds awarded for the support of the activity. In order to provide for the adequate discharge of this institutional responsibility, it is the policy of DHEW that no activity involving human subjects to be supported by DHEW grants or contracts shall be undertaken unless the Institutional Review Board has reviewed and approved such activity, and the institution has submitted to DHEW a certification of such review and approval, in accordance with the requirements of Public Law 93-348, as implemented by Part 46 of Title 45 of the Code of Federal Regulations, as amended, (45 CFR 46). Administration of the DHEW policy and regulation is the responsibility of the Office for Protection from Research Risks, National Institutes of Health, Bethesda, Md 20014.

1. TITLE OF PROPOSAL OR ACTIVITY

Ethnic Heritage Studies Program

2. PRINCIPAL INVESTIGATOR/ACTIVITY DIRECTOR/FELLOW

Charles E. Larson

3. DECLARATION THAT HUMAN SUBJECTS EITHER WOULD OR WOULD NOT BE INVOLVED

☒ A. NO INDIVIDUALS WHO MIGHT BE CONSIDERED HUMAN SUBJECTS, INCLUDING THOSE FROM WHOM ORGANS, TISSUES, FLUIDS, OR OTHER MATERIALS WOULD BE DERIVED, OR WHO COULD BE IDENTIFIED BY PERSONAL DATA, WOULD BE INVOLVED IN THE PROPOSED ACTIVITY. (IF NO HUMAN SUBJECTS WOULD BE INVOLVED, CHECK THIS BOX AND PROCEED TO ITEM 7. PROPOSALS DETERMINED BY THE AGENCY TO INVOLVE HUMAN SUBJECTS WILL BE RETURNED.)

☐ B. HUMAN SUBJECTS WOULD BE INVOLVED IN THE PROPOSED ACTIVITY AS EITHER: ☐ NONE OF THE FOLLOWING, OR INCLUDING: ☐ MINORS, ☐ FETUSES, ☐ ABORTUSES, ☐ PREGNANT WOMEN, ☐ PRISONERS, ☐ MENTALLY RETARDED, ☐ MENTALLY DISABLED. UNDER SECTION 6. COOPERATING INSTITUTIONS, OR REVERSE OF THIS FORM, GIVE NAME OF INSTITUTION AND NAME AND ADDRESS OF OFFICIAL(S) AUTHORIZING ACCESS TO ANY SUBJECTS IN FACILITIES NOT UNDER DIRECT CONTROL OF THE APPLICANT OR OFFERING INSTITUTION.

4. DECLARATION OF ASSURANCE STATUS/CERTIFICATION OF REVIEW

☐ A. THIS INSTITUTION HAS NOT PREVIOUSLY FILED AN ASSURANCE AND ASSURANCE IMPLEMENTING PROCEDURES FOR THE PROTECTION OF HUMAN SUBJECTS WITH THE DHEW THAT APPLIES TO THIS APPLICATION OR ACTIVITY. ASSURANCE IS HEREBY GIVEN THAT THIS INSTITUTION WILL COMPLY WITH REQUIREMENTS OF DHEW Regulation 45 CFR 46, THAT IT HAS ESTABLISHED AN INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS AND, WHEN REQUESTED, WILL SUBMIT TO DHEW DOCUMENTATION AND CERTIFICATION OF SUCH REVIEWS AND PROCEDURES AS MAY BE REQUIRED FOR IMPLEMENTATION OF THIS ASSURANCE FOR THE PROPOSED PROJECT OR ACTIVITY.

☐ B. THIS INSTITUTION HAS AN APPROVED GENERAL ASSURANCE (DHEW ASSURANCE NUMBER _____) OR AN ACTIVE SPECIAL ASSURANCE FOR THIS ONGOING ACTIVITY, ON FILE WITH DHEW. THE SIGNER CERTIFIES THAT ALL ACTIVITIES IN THIS APPLICATION PROPOSING TO INVOLVE HUMAN SUBJECTS HAVE BEEN REVIEWED AND APPROVED BY THIS INSTITUTION'S INSTITUTIONAL REVIEW BOARD IN A CONVENED MEETING ON THE DATE OF _____ IN ACCORDANCE WITH THE REQUIREMENTS OF THE Code of Federal Regulations on Protection of Human Subjects (45 CFR 46). THIS CERTIFICATION INCLUDES, WHEN APPLICABLE, REQUIREMENTS FOR CERTIFYING FDA STATUS FOR EACH INVESTIGATIONAL NEW DRUG TO BE USED (SEE REVERSE SIDE OF THIS FORM).

THE INSTITUTIONAL REVIEW BOARD HAS DETERMINED, AND THE INSTITUTIONAL OFFICIAL SIGNING BELOW CONCURS THAT:

EITHER ☒ HUMAN SUBJECTS WILL NOT BE AT RISK; OR ☐ HUMAN SUBJECTS WILL BE AT RISK.

5. AND 6. SEE REVERSE SIDE

7. NAME AND ADDRESS OF INSTITUTION

Polynesian Voyaging Society, P.O. Box 6031, 1355 Kalihi Street, Honolulu
Hawaii 96818

8. TITLE OF INSTITUTIONAL OFFICIAL
President, Board of Directors

TELEPHONE NUMBER
(808) 523-2441

SIGNATURE OF INSTITUTIONAL OFFICIAL

DATE
January 3, 1979

HEW-596 (Rev. 4-75)

F15

ENCLOSE THIS FORM WITH THE PROPOSAL OR RETURN IT TO REQUESTING AGENCY.

5. INVESTIGATIONAL NEW DRUGS - ADDITIONAL CERTIFICATION REQUIREMENT

SECTION 45.17 OF TITLE 45 OF THE Code of Federal Regulations states, "Where an organization is required to prepare or to submit a certification . . . and the proposal involves an investigational new drug within the meaning of The Food, Drug, and Cosmetic Act, the drug shall be identified in the certification together with a statement that the 30-day delay required by 21 CFR 130.3(a)(2) has elapsed and the Food and Drug Administration has not, prior to expiration of such 30-day interval, requested that the sponsor continue to withhold or to restrict use of the drug in human subjects; or that the Food and Drug Administration has waived the 30-day delay requirement; provided, however, that in those cases in which the 30-day delay interval has neither expired nor been waived, a statement shall be forwarded to DHEW upon such expiration or upon receipt of a waiver. No certification shall be considered acceptable until such statement has been received."

INVESTIGATIONAL NEW DRUG CERTIFICATION

TO CERTIFY COMPLIANCE WITH FDA REQUIREMENTS FOR PROPOSED USE OF INVESTIGATIONAL NEW DRUGS IN ADDITION TO CERTIFICATION OF INSTITUTIONAL REVIEW BOARD APPROVAL, THE FOLLOWING REPORT FORMAT SHOULD BE USED FOR EACH IND: (ATTACH ADDITIONAL IND CERTIFICATIONS AS NECESSARY).

- IND FORMS FILED: ☐ FDA 1571, ☐ FDA 1572, ☐ FDA 1573

- NAME OF IND AND SPONSOR _____

- DATE OF 30-DAY EXPIRATION OR FDA WAIVER
(FUTURE DATE REQUIRES FOLLOWUP REPORT TO AGENCY) _____

- FDA RESTRICTION _____

- SIGNATURE OF INVESTIGATOR _____ DATE _____

6. COOPERATING INSTITUTIONS - ADDITIONAL REPORTING REQUIREMENT

SECTION 45.16 OF TITLE 45 OF THE Code of Federal Regulations IMPOSES SPECIAL REQUIREMENTS ON THE CONDUCT OF STUDIES OR ACTIVITIES IN WHICH THE GRANTEE OR PRIME CONTRACTOR OBTAINS ACCESS TO ALL OR SOME OF THE SUBJECTS THROUGH COOPERATING INSTITUTIONS NOT UNDER ITS CONTROL. IN ORDER THAT THE DHEW BE FULLY INFORMED, THE FOLLOWING REPORT IS REQUESTED WHEN APPLICABLE.

USE FOLLOWING REPORT FORMAT FOR EACH INSTITUTION OTHER THAN GRANTEE OR CONTRACTING INSTITUTION WITH RESPONSIBILITY FOR HUMAN SUBJECTS PARTICIPATING IN THIS ACTIVITY: (ATTACH ADDITIONAL REPORT SHEETS AS NECESSARY).

INSTITUTIONAL AUTHORIZATION FOR ACCESS TO SUBJECTS

- SUBJECTS: STATUS (WARDS, RESIDENTS, EMPLOYEES, PATIENTS, ETC.) _____

NUMBER _____ AGE RANGE _____

NAME OF OFFICIAL (PLEASE PRINT) _____

TITLE _____ TELEPHONE _____

NAME AND ADDRESS OF
COOPERATING INSTITUTION _____

- OFFICIAL SIGNATURE _____

NOTES: (e.g., report of modification in proposal as submitted to agency affecting human subjects involvement)

20

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
ASSURANCE OF COMPLIANCE WITH SECTION 504 OF THE
REHABILITATION ACT OF 1973, AS AMENDED

The undersigned (hereinafter called the "recipient") HEREBY AGREES THAT it will comply with section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), all requirements imposed by the applicable HEW regulation (45 C.F.R. Part 84), and all guidelines and interpretations issued pursuant thereto.

Pursuant to § 84.5(a) of the regulation [45 C.F.R. 84.5(a)], the recipient gives this Assurance in consideration of and for the purpose of obtaining any and all federal grants, loans, contracts (except procurement contracts and contracts of insurance or guaranty), property, discounts, or other federal financial assistance extended by the Department of Health, Education, and Welfare after the date of this Assurance, including payments or other assistance made after such date on applications for federal financial assistance that were approved before such date. The recipient recognizes and agrees that such federal financial assistance will be extended in reliance on the representations and agreements made in this Assurance and that the United States will have the right to enforce this Assurance through lawful means. This Assurance is binding on the recipient, its successors, transferees, and assignees, and the person or persons whose signatures appear below are authorized to sign this Assurance on behalf of the recipient.

This Assurance obligates the recipient for the period during which federal financial assistance is extended to it by the Department of Health, Education, and Welfare or, where the assistance is in the form of real or personal property, for the period provided for in § 84.5(b) of the regulation [45 C.F.R. 84.5(b)].

The recipient: [Check (a) or (b)]

a. (☒) employs fewer than fifteen persons;
A73

b. () employs fifteen or more persons and, pursuant to § 84.7(a) of the regulation [45 C.F.R. 84.7(a)], has
A74 designated the following person(s) to coordinate its efforts to comply with the HEW regulation:

Name of Designee(s) - Type or Print		C12		C42	
POLYNESIAN VOYAGING SOCIETY		P.O. Box 6031			
Name of Recipient - Type or Print		Street Address or P. O. Box			
A12	A41	A42	A71		
		Honolulu			
(IRS) Employer Identification Number		City			
A1	A11	B12	B41		
B1	B11	Hawaii	96818		
C1	C11	State	Zip		
		B42	B71		

I certify that the above information is complete and correct to the best of my knowledge.

January 3, 1979
Date
B72 B77

Richard H. Long President, Board of Directors
Signature and Title of Authorized Official
B78

If there has been a change in name or ownership within the last year, please PRINT the former name below:

NOTE: The 'A', 'B', and 'C' followed by numbers are for computer use. Please disregard.
PLEASE RETURN ORIGINAL TO: Office for Civil Rights, HEW, P. O. Box 8222, Washington, D.C. 20024.

PART IV - PROGRAM NARRATIVE

1. OBJECTIVES AND NEED FOR THIS ASSISTANCE

In 1778, when Captain James Cook rediscovered Hawai'i, he estimated 300,000 native Hawaiians. By 1840, the Hawaiian race dwindled down to 70,000 people.

When Cook, the missionaries, immigrants and others came to the Hawaiian Islands tremendous and tragic changes took place. The islands, isolated from the outside world, were suddenly invaded by an influx of people. Diseases were introduced, the kingdom was overthrown by foreigners, and the culture was uprooted. Such rapid transition had devastating effects which proved almost fatal to the entire Hawaiian race.

In the 1840's, the popular saying of the day was "Na kanaka o ku'u wale aku no i ka uhone. ("The people freely gave up their souls and died.") Physical and psychological death had been the choice of many Hawaiians who could not cope with the despair that overwhelmed them.

The calamitous results of the past still plague many Hawaiians today. They have the highest incidence of poverty, high school drop-outs, and unemployment of any racial group in Hawai'i. Preventive measures have to be implemented and applied. When people have inadequate education, a limited knowledge of their cultural roots, poor self esteem, and where families are disoriented, societal problems escalate. Education therefore is the key to building up self-worth, self-sufficiency, and self-direction.

Along with the social ills, the 1970's show a resurgence of interest and hope for the Hawaiian culture among Hawaiians. There is a vitality and commitment among American Hawaiians to learn

about their culture, to uplift themselves and their heritage through education. A deliberate search is being made for Hawaiian identity. Regrettably, Hawaiian culture has been regarded irrelevant in the past. However, on November 7, 1978, voters of Hawai'i realized this need and voted on promoting and implementing Hawaiian studies into the school system and community. This was an ammendment proposed by members of the Constitutional Convention of 1978.

A renaissance in Hawaiian culture is evidenced by the founding of the Polynesian Voyaging Society in 1973. Its purpose has been to do research work in Polynesian voyaging canoes, Polynesian navigational system, Polynesian culture and all the other arts and artifacts that made migration and settlement of the Hawaiian Islands possible by the first settlers. Multi-racial members of the society built the Hokule'a, a double hulled canoe, in 1974, trained a crew in 1975, and sailed from Hawai'i to Tahiti and back to Hawai'i in 1976. The three year plan became a life-size reality which received strong community support and culminated as a special Bi-centennial Project from Hawai'i.

The 60 foot, twin hulled canoe called Hokule'a was designed to answer the question of whether the ancient Polynesians regularly navigated the 3,000 mile course between Hawai'i and Tahiti. Multi-racial builders of the canoe found that centuries before Columbus, Polynesians aboard voyaging canoes had explored a huge triangle of the earth's surface, with Hawai'i, Easter Island and New Zealand as its outer limits. Guided by the stars, currents, and ocean swells, they accomplished incredible feats of navigation and seamanship as they sailed across thousands of miles of open ocean.

Though Hokule'a was built mainly of modern materials, such as plywood and fiberglass, its lines were authentic and reconstructed from sketches by explorer Captain James Cook and other explorers.

In 1976, seventeen men who made up the crew of Hokule'a, sailed it to Tahiti. One of the key men was the navigator, Mau Piailug, from Satawal in Micronesia. Mau, a strong 44 year old, became a full fledged navigator at the age of 18, and sailed throughout the central Carolines without relying on any navigational instruments. Mau was assisted by Rodo Williams, a Tahitian and former schooner captain, and David Lewis, a Caucasian who had studied with traditional navigators in Tonga and Micronesia. None of the three used any instruments during the voyage, nor did they receive any hint of their position from the escort vessel that accompanied Hokule'a on this 3,000 mile journey. Half of the crew who went on the voyage were Hawaiians. Hokule'a reached Tahiti after 34 days and was received by a jubilant crowd of 15,000 Tahitians, the largest crowd in the memory of that island.

Hokule'a received national and international acclaim because the National Geographic Society filmed the magnificent and historic journey. They also published 3 separate articles about Hokule'a in their magazine. Hokule'a has become a legacy and symbol of Hawai'i, a success story that needs to be shared. Slides, pictures, and logs were taken when Hokule'a made its trip. All these materials need to be made more readily available. Hokule'a can be used as a floating classroom. The experience for students and teachers to feel, touch, and see an authentic Polynesian replica of the canoes that brought the first settlers to Hawai'i would be a valuable

educational tool. It could help guide Hawaiians back to their roots and give them insight into the awesome courage and intelligence of their ancestors. It can also explode the myths and negative stereotyping about Polynesians. (See Attachment A)

2. RESULTS OF BENEFITS EXPECTED

This proposal seeks to promote the contributions which Polynesian Americans and by implication, other ethnic groups can offer in making America a truly pluralistic and culturally diverse society.

More specifically, this proposal is to train elementary teachers so as to enhance their understanding of ethnic identity, inter-ethnic communication and relations, and the process of American multi-culturalism. To this end, the proposal focuses on:

- a. Establishing five permanent resource centers with trainers.
- b. Training approximately 170 elementary school teachers and other professionals in ethnic studies to become familiar with the area of Polynesian voyaging so that they will be able to:
 1. Identify Polynesian voyaging resources and resource people.
 2. Explain the concepts and techniques of Polynesian voyaging.

3. Demonstrate the value of a multi-ethnic approach by explaining the unique components of Polynesian voyaging, crafts, artifacts.
 4. Effectively use the curriculum materials provided by the Polynesian Voyaging Society.
- c. Providing an opportunity for approximately 3,490 children from 5 geographical areas to experience boarding and learning about a replica of a 60 foot Polynesian canoe.
 - d. Promoting the understanding of ethnic values and lifestyles of the Polynesians so that there will be meaningful and culturally enriching interaction of persons with diverse ethnic backgrounds.
 - e. Developing with the assistance of the Department of Educational Psychology, University of Hawai'i, an evaluation of this project to determine the overall training effects of the course.
3. APPROACH a.

The Polynesian Voyaging Society intends to disseminate its knowledge of Polynesian migration, (open sea voyaging and double hulled canoes) discovery and settlement to the population and particularly elementary school teachers and children of five large areas of Hawai'i. In this application we are proposing to make major changes in the direction of the society - - from one whose purpose has been to test theories regarding Polynesian voyaging to one that will serve as a floating classroom for children throughout the Hawaiian Islands. To accomplish this it hereby plans to

hire two persons to act as teacher trainers and curriculum consultants and a crew supervisor to manage the canoe and related instructional use. The trainers will coordinate the development and use of curriculum materials at a central resource center and the training of four regional trainers to train teachers of public and private schools in Polynesian voyaging.

Our plan is to establish five permanent curriculum resource centers with resident trainers and to temporarily station the canoe at five different locations so that teachers and groups of elementary school aged children will have the experience of using the materials already developed by the Polynesian Voyaging Society, seeing the visual presentations, participating in the workshops and boarding the canoe. Member schools of the Hawaii Association of Rural Private Schools (HARPS, all non-profit organizations) will assist in providing facilities for the five regional resource and training centers and will help host the canoe as it voyages from port to port. As hosts, the schools will provide one staff person each to be trained as trainers in Polynesian voyaging. The HARPS schools will hold public seminars, will coordinate the scheduling of elementary school classes visiting the canoe and will serve as permanent resource centers for the distribution and storage of curriculum materials.

During October and November, the two trainers and crew supervisor will organize the educational materials of the Polynesian Voyaging Society and plan the curriculum that will be implemented at the five regional sites selected for the distribution of curriculum materials. In October, the Polynesian Voyaging Society

will distribute information regarding the availability of instructional materials regarding Polynesian voyaging. This will be done through the Department of Education channels and through a one day workshop to be held at Kamehameha Schools on Discoverers' Day, October 8. During November and December the Polynesian Voyaging Society trainers will develop the educational materials while hosting visits from elementary school teachers and classes in the Honolulu area. Also during December, four staff persons from the four participating HARPS schools will meet on O'ahu for 4 days of training regarding use of Polynesian voyaging curriculum materials. They will take back with them to their schools the materials and information developed by the Polynesian Voyaging Society and will establish permanent satellite resource and training centers regionally. They will advertise locally their functions in this project and will schedule schools, teachers and various organizations to visit the canoe as it visits their region.

In January 1980, the canoe will sail under the supervision of the crew supervisor from Honolulu Harbor to Kaneohe Bay on the Windward side of O'ahu. It will be berthed at the Heeia Kea pier next to Heeia State Park through March. At this site a trained staff person from Seagull School with the assistance of the two Polynesian Voyaging Society trainers will coordinate the visitation and instruction of teachers and students on the Windward side of O'ahu. The canoe will stay at He'eia until the end of March when it will be sailed to Haleiwa Harbor on the North Shore of O'ahu where a trained staff person from Rainbow Elementary School will serve the function of trainer and coordinator for elementary

school teachers and their students. At the end of May the canoe will sail for Kaua'i and will be berthed at Nawiliwili Harbor where the canoe will be hosted and visitations will be coordinated by Island School. During the summer months when schools are on vacation, emphasis will remain on elementary school aged youth by arranging for organizations such as Scouts, 4H, and summer fun type recreational programs to visit the canoe. At the end of July the canoe will sail to Kahului Harbor on Maui where Pihai School will host and coordinate canoe activities.

The dates given as sailing times are approximate and will be influenced by weather and condition of the canoe. The scheduling of the visits of the canoe is also affected by the seasons. The channels between the islands are usually more difficult to cross during the winter months, therefore, interisland sailing will be accomplished during the summer. If the canoe is unable to keep appointments for the aforementioned reasons, training can be done without the use of the canoe.

At each of the training sites, public and private schools and youth organizations from that geographical area will schedule visitation times with the host schools. In advance of its visitations, local teachers will have the opportunity to use curriculum materials from the resource center and receive training in their use from the regional trainer.

Staff from the Polynesian Voyaging Society will spend at least 15 days cumulative time at each of the satellite centers on Maui and Kauai to supervise and evaluate trainers. On O'ahu as much time as necessary will be spent for training and evaluation

of centers at the Windward and North Shore centers. The crew supervisor will spend at least 10 days at each of the locations of the canoe.

3. APPROACH b.

QUANTITATIVE MONTHLY PROJECTIONS OF NUMBERS OF PERSONS
SERVED AND TRAINED -

<u>Month</u>	<u>Activity Schedule</u>
October	Two trainers and the crew supervisor will organize the curriculum materials with assistance from the curriculum consultant. On Discoverers' Day, a one day workshop will be held for the private and public school teachers regarding the availability of this project. It is estimated that 100 persons will attend this workshop.
November	Twenty teachers from the Honolulu District will be trained by the Polynesian Voyaging Society staff and approximately 400 children may be scheduled to visit the canoe, berthed at Honolulu Harbor Pier 12.
December	Fifteen teachers from the Honolulu District will be trained and approximately 300 children may visit the canoe. Four satellite resource center trainers will attend a four day workshop in Honolulu to be trained for this project.

Month

Activity Schedule

January

Fifteen teachers from the Windward O'ahu District will be trained at Kaneohe Bay by the Seagull School satellite trainer with assistance from the Polynesian Voyaging Society staff. Approximately 300 children may visit the canoe.

February

Same as previous month

March

Same as previous month

April

Fifteen teachers from the North Shore District of O'ahu will be served at Haleiwa boat harbor by the Rainbow School satellite trainer with assistance from the Polynesian Voyaging Society staff. Approximately 300 children may use the canoe facilities.

May

Same as previous month

June

Fifteen adult leaders/teachers from Kaua'i will be trained by the Island school satellite trainer with assistance from the Polynesian Voyaging Society staff. Approximately 300 children will use the canoe facilities.

July

Same as previous month

Month

Activity Schedule

August

Fifteen adults from Maui will be trained by the Piahi School satellite trainer with assistance from the Polynesian Voyaging Society staff. Approximately 300 children will use the canoe facilities.

September

Same as previous month

3. APPROACH c.

Evaluation will be contracted to Dr. Frederick T. Bail of the Educational Psychology Department of the University of Hawai'i.

Evaluation will be accomplished by:

1. Observing the operation of the five regional centers.
2. Interviewing the resource people.
3. Interviewing a sample of elementary school teachers trained by the resident resource people.
4. Developing, administering, and evaluating the results of a questionnaire for the regional resource people.
5. Developing, administering and evaluating the results of a questionnaire for the teachers serviced by each of the regional resource people.

Interim and final reports will be coordinated by the project coordinator. This will be done quarterly and will include:

1. A fiscal report
2. Information regarding number of trainees served
3. Numbers of persons utilizing satellite resource centers
4. Number of visitors to the canoe

5. Information gathered for evaluation
6. Report from meetings with the advisory council
7. Photographs of training

3. APPROACH d.

Principal Organization

1. Polynesian Voyaging Society
The PVS is a non-profit organization founded in September 1973 to do research and demonstrate the feasibility of the ancient Polynesian discovery and settlement of the Hawaiian Islands. Members are from every segment of the community, 25% of which are from other states and countries. The PVS is presently engaged in a dynamic educational program to further promote the resurgence of interest in the Hawaiian language, arts, dance, music, skills, social and religious practices. The Hokule'a, a 60 foot long double hulled canoe built by the PVS, is well on her way to becoming the national symbol of the Hawaiian people.

Nature of Effort

To apply for grant, to be responsible for all facets of grant administration.

Assisting Organizations

2. Department of Education
State of Hawaii.
3. Kamehameha Schools
A private school for part
Hawaiian children supported
by Bishop Estate.
4. Bishop Museum
Most complete collection
of Pacific material, culture
and natural history. Founded
for Hawaiian Princess Pauahi
Bishop.
5. Alu Like
An organization to promote
employment and direction
for Hawaiians.

Nature of Effort

They will disseminate publicity
and information regarding the
availability of the satellite
resource centers and the
Hokule'a. D.O.E. teacher's
diversified backgrounds and
resources will be utilized in
training workshops.

They will provide facilities
for holding workshops and
for doing maintenance on the
canoe. They will also assist
in the cost of printing and
producing materials.

They will provide office
space at below market value.
Staff persons will act as
resources.

They will provide copying
service.

Assisting Organizations

6. Hawaii Association of Rural Private Schools (HARPS)
Each of the schools has a broad diversification of students and staff persons from different ethnic backgrounds.
7. Department of Transportation Harbors Facilities
8. Punahou School
First school founded by missionaries in Hawaii. Today among the top 10 high schools in the nation.

Nature of Effort

Each of the HARPS school will provide a staff person with four days of paid release time for training in December. They will provide transportation for Polynesian Voyaging Society staff and consultants while on Maui and Kauai. They will donate facilities for the permanent storage of curriculum materials and after the project year will continue to act as resource persons.

They will provide assistance and facilities for the berthing of the canoe Hokule'a.

They will provide copying and audio-visual aid service and space for meetings of the Advisory Council.

3. APPROACH d. (continued)

Individuals Assisting Project

Nature of Effort

- | | |
|---|--|
| 1. Michael A. Tongg, J.D.

President, Board of Directors
Polynesian Voyaging Society
Attorney at Law | He will assist with the overall
management of this project. |
| 2. Anthony Guerrero, Jr., B.B.A.

Vice President and Branch
Supervisor, Branch Operations
Administration Division
First Hawaiian Bank
Treasurer - PVS | He will oversee fiscal manage-
ment of the project. |
| 3. Frederick T. Bail, PH.D.

Associate Professor of
Educational Psychology,
University of Hawaii
(See Attachment C) | He will oversee the evaluation
portion of this project by
developing a feedback
questionnaire, interviewing
and reporting. |
| 4. Robert Liljestrang, M.P.H.

Free lance photographer who
has had five one-man shows. | He will provide photography
for development of evaluation,
training, curriculum materials. |
| 5. Cecilia Kapua Lindo, B.S., B.ED.

Fourth grade Hawaiian Studies
Teacher and Vice Principal of
Hongwanji Elementary School
(See Attachment C) | She will assist in the coordi-
nation of curriculum materials,
training and supervising the
PVS staff and act as a
resource person in Hawaiian
studies. |

Individuals Assisting Project

6. Steve Albert, B.A.
Director of Rainbow Elementary School, Food Service and Title XX funded pre-school, Kahuku, Hawaii.

7. Lindsay Warren, M.ED.
Director of Island School, Kéalia, Kauai, Hawaii

8. Stephan Cockley, B.A.
Director of Piahi School
Piahi, Maui, Hawaii

Nature of Effort

Will assist with the coordination of local resources, the establishment of a local PVS resource center and the scheduling of canoe visits on the North Shore of O'ahu.

Will assist with the coordination of local resources, the establishment of a local PVS resource center and the scheduling of canoe visits on the island of Kauai.

Will assist with the coordination of local resources, the establishment of a local PVS resource center and the scheduling of canoe visits on the island of Maui.

Advisory Council

The advisory council consists of 16 members who have not only committed themselves to serve but have actively been assisting in the development of this proposal, through their encouragement and expertise. Ten of the members were selected to represent the ethnic group involved in the project which constitutes over one-half of the council members. All of the council members also have served

on the Education Committee of the Polynesian Voyaging Society and were consulted regarding the development of this proposal.

1. Homer Hayes: B.A. University of Southern California, University of Hawaii. Hawaiian - Caucasian

Homer Hayes is an Hawaiian historian and lecturer on Hawaiian history and culture. He is president of his own company called Hayes Guard Service. He was a participant in the establishment of the City of Refuge at Honaunau, Kona, Hawai'i. He is acting chairman for the committee regarding the establishment of the Honokohaa-Kaloko National Park. He is a present member of the University of Hawai'i Committee for the Preservation of Hawaiian Language and Culture.

2. Gordon Keawe-a-Heulu Pi'ianai'a: B.S. California Maritime Academy; M.A. University of Hawai'i, Nautical Science Geography Hawaiian - Chinese

Gordon Pi'ianai'a is presently Director of the Hawaiian Studies Institute of the Kamehameha Schools/Bishop Estate. Mr. Pi'ianai'a has been associated with the Polynesian Voyaging Society in various roles in the past three years. On the return trip to Hawai'i in 1976, he served as a crew member on the Hokule'a. He is a holder of a mates unlimited license and is qualified to sail any U. S. vessel, any ocean, any tonage. He has been in education the past 10 years and has been a consulting instructor at the University of Hawai'i level on Geography of Hawai'i and Hawaiian culture.

3. Siegfried Ramler: B.A. University of Erlange, Germany; M.A. University of Hawai'i; Diplome Superior, Sorbonne, Paris. Caucasian

Siegfried Ramler is presently Director of Curriculum and Instructional Services at Punahou School. He served previously as Chairman of Punahou's Foreign Language Department. He is also Executive Director of the Foundation for Study in Hawai'i and abroad. In the latter function he has close contact with French Polynesia, Micronesia and Japan, setting up educational programs for Hawai'i students, as well as for students of the Pacific Area. He serves on the Board of Trustees of the Pacific and Asian Affairs Council and of the Japan-American Society of Honolulu.

4. Marion Kelly: B.A. Business and Economics; M.A. Pacific Island Area Program. Polynesian - Caucasian

Marion Kelly is the associate anthropologist at the Bishop Museum where she has worked since 1958. She is also assistant professor at the University of Hawai'i in the Ethnic Studies Program where she has taught since 1970. She is the liason between the Department of Anthropology and Education at the Bishop Museum. She is working on museum educational projects with Dr. Barbara Hunt, Chairman of the Education Department of the Bishop Museum.

5. Barbara Hunt: B.A. UCLA; M.A. Stanford; ED.D. Stanford (Education Curriculum and Administration) Caucasian

Barbara Hunt is presently Chairman of the Department of Education at the Bishop Museum. Projects currently underway include development of educational materials based on Museum research in Pacific cultures and natural history and the building of the Hall of Discovery, a new Bishop Museum facility oriented to youth. Before assuming Chairmanship of the Education Department in 1976, Dr. Hunt served as Education Specialist for the Bishop Museum Department of Anthropology.

6. Mahealani Pescaia: B.ED University of Hawai'i; M.ED. University of Hawai'i. Part Hawaiian, Caucasian, Oriental and American Indian

Mahealani Pescaia has been a teacher with the Department of Education for 17 years. She is a member of an "Ohana" (family) which develops Hawaiian Studies' materials for 4th grade teachers throughout the State. She has been a teacher at the Kamehameha Schools Extension Education Program, Explorations, for over ten years. She has developed a tape-slide presentation called "Steps in Building a Canoe", and has developed a Hawaiian Studies Study Guide for use in a 4th grade classroom, incorporating dramatic inquiry skills and positive Hawaiian self concepts.

7. Rowena K. Keaka: B.S. Brigham Young University, Elementary Education, University of Hawai'i; Minors in Art, History, Music and Hawaiian Studies. (She is a high school graduate of Kamehameha Schools). Hawaiian - Caucasian

Rowena Keaka is presently employed as the State Education Specialist for the Artmobile and Related Arts. She has taught in the Public Schools, Elementary Division for 25 years, and has served as Education Specialist for 9 years. She was President of Hui Imi Na'auao O Hawai'i, 1976-77, an organization made up of professionals to further studies in Hawaiian Programs. She is coordinator and developer of Hawaiian Arts and Crafts documents for state public schools. She is Corresponding Secretary for the State Council on Hawaiian Heritage, Finance Chairman for the Governors' Commission on Kamehameha Day Celebration.

8. Kaipo Kauka, Jr.: B.A. Chaminade College of Honolulu; M.P.H. University of Hawai'i School of Public Health (International Health). Hawaiian, Chinese, Caucasian

Kaipo Kauka is presently the Community Heritage Coordinator with the Hawai'i State Foundation for History and the Humanities. He is also currently the Producer of the Hawaiian Values Project of the Foundation. The project entails seeking out older Hawaiians throughout the State and video taping their oral histories, specifically to elicit their knowledge and life-long experiences. Human values, "Hawaiian style" is sought from them. Prior to election to the Vice Presidency of the Polynesian Voyaging Society, he served as a liason between HFHH as funding body and the PVS working with the Steering Committee to implement Hokule'a's second voyage.

9. Paige Kawelo Barber: Hawaiian - Chinese

Mrs. Barber is a Program Director, Children's Services Mental Health Association, and Field Reader, Office of Education, Department of Health, Education and Welfare. She is a board member of the Congress of Hawaiian People, a member of the Mayor's Committee on the Status of Women; member of the Hawaiians; member of the Hawaii Association for Asian and Pacific Peoples; member of the Ethnic Research and Resource Center, the Hui Ima Na'auao, and E Ho'o Hawaii Kakou.

10. Fred Cachola: B.A., M.ED. Filipino - Hawaiian

Director, Extension Education Division, Kamehameha Schools. Mr. Cachola is President of the Home Rule Movement Party; Chairman, Heiau Restoration Committee, Waianae Hawaiian Civic Club; Member of the Hawaiians, The Congress of Hawaiian People, The Honokahau Advisory Committee, The University of Hawai'i Hawaiian Bibliography Advisory Committee, and National Training Laboratories Hawai'i Advisory Committee. He helped plan the Federal Action Vista Project at Kamehameha Schools, and is a Research Associate in Education, Bishop Museum.

11. Rudy Choy: B.A. University of Hawai'i. Korean

President, AIKANE Corporation, Senior Partner C/S/K Catamarans. Member, Society of Naval Architects and Marine Engineers. Author, Catamarans Offshore (MacMillan, 1970), plus 25 articles for yachting magazines. Mr. Choy has thirty-two years of sailing experience, and has served as sailing master on four Trans-Pacific races. He is best known world-wide as the leading pioneer in the development of ocean-sailing catamarans. He is donating his service as a naval architect and is considering the position of sailing master on our planned voyage.

12. Kenneth P. Emory: Ph.D. Caucasian

Dr. Emory has been a pioneer in the Archaeology of Polynesia since 1920. Author of more than 100 publications and teacher to many prominent investigators, Dr. Emory has gained world-renown for his work and is regarded as Dean of Pacific Anthropology. His contributions have been in the fields of archaeology, general ethnography, linguistics, folklore, and material culture. He is an untiring teacher and an inspiration to all who wish to learn more about our Polynesian cultural past.

13. Ben R. Finney: Ph.D. Caucasian

Associate Professor of Anthropology, University of Hawai'i Research Associate, East-West Center. Dr. Finney is a specialist in Pacific anthropology and teaches the basic anthropology course on Hawaiian Culture at the University of Hawai'i. He has done extensive research on Hawaiian and Tahitian culture, including the construction and testing of a 40 foot replica of an ancient Hawaiian double canoe.

14. Herbert Kawainui Kane: M.A. Hawaiian, Chinese, Caucasian

Vice President, Artist-designer, Architectural designer. Mr. Kane is an authority on Polynesian voyaging canoes and related material culture. He has developed pictorial reconstructions in architectural drawings and a series of paintings (State Foundation Collection, 1972 - Exhibit at State Capitol, December, 1972 - April, 1973; Dillingham Tide Charts, 1972-73). Wrote and illustrated on the subject of Polynesian voyaging for National Geographic Magazine in collaboration with Dr. Davis Lewis.

15. August Yee: Chinese

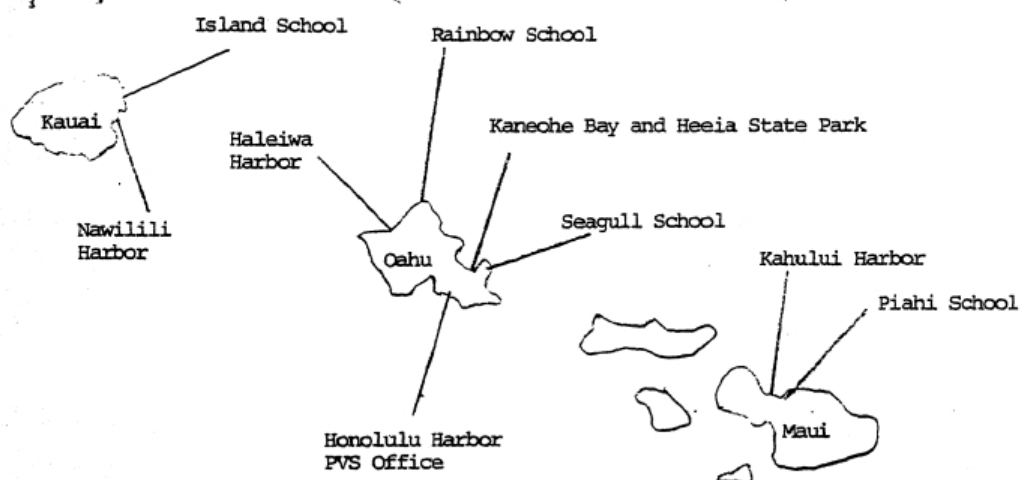
Mr. Yee is a leading businessman in Honolulu and an owner of Holiday Mart Department Stores. His strong interest in Hawaiiana and Polynesian history has led him to support this program. He is chairman of the Board of Trustees, Hawai'i Loa College.

16. Benjamin B. C. Young: M.A. (Church History), M.D. (Psychiatry)
Hawaiian - Chinese

Dr. Young is Assistant Dean, The University of Hawai'i School of Medicine. Present areas of investigation include a study of the sociological and psychological problems engendered by the phasing out of agriculture in Hawai'i. He has worked with dying cancer patients and their individual adjustments to a terminal situation; and the trans-cultural aspects of how peoples of different cultural backgrounds in Hawai'i handle different problems.

The role of the council members will involve:

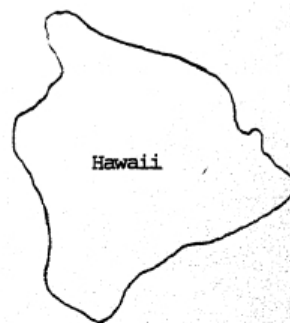
1. Meeting once a month for twelve months to discuss operational concerns pertaining to the project.
2. Reading reports and other written materials prepared and distributed on the project.
3. Providing a semi-annual assessment and evaluation of the project and its effects in terms of the objectives sought.
4. Creating a free and open channel of communication and feedback to all ethnic groups for which the proposal is concerned so as to keep the community informed of the projects' development and provide a means to solicit community support.
5. Serving as a constant source for professional advice on the training stages of the project.



4. Geographical Location

The major location to be served by the proposed project is the State of Hawaii. The primary areas affected by the project in rank order of population are:

1. Honolulu (Leeward Oahu)
2. Windward Oahu
3. North Shore Oahu
4. Maui
5. Kauai



BIBLIOGRAPHY OF CURRICULUM MATERIALS
DEVELOPED BY POLYNESIAN VOYAGING SOCIETY

There has been no comprehensive, annotated bibliography of works or educational materials in Polynesian voyaging for teachers and students.

Since the founding of the Polynesian Voyaging Society in 1973, the following educational materials were developed:

1. Film called Launching of the Hokule'a, produced by Tip Davis and funded by a local foundation.
2. Film called Voyage of Hokule'a produced by Dale Bell and funded by National Geographic Society.
3. Resource Curriculum Guide on Polynesian Voyaging, written by Cecilia Lindo and funded by Atherton Trust, a local foundation.
4. Series of four books about Polynesian voyaging (for students of grades 4-8) written by Nancy Mower, Stanley Kapepa and Maralyn Blackman.
5. Three magazines published by the National Geographic Society about Hokule'a and Polynesian voyaging.
6. Activity book, (for students of grades 4-8) called Na Hana Huaka'i, or The Voyaging Works written by a number of teachers and scholars of Hawaiian studies and funded by Kamehameha Schools, a local foundation. The book will be published in March, 1979.

Along with our focus on training persons in Ethnic Studies we'd like to use the amount allocated for printing on a workbook for students.
(Elementary)

The workbook will be soft back and will have 15 pages. The workbook will be used as part of the evaluation process and will include information, sketches, puzzles and cover the various aspects of Polynesian voyaging. (Naming parts of a canoe, identifying plants and animals that were brought to Hawaii on double hulled canoes, identifying stars that the ancient mariners followed, etc.) Cooperating organizations will assist with the printing.

Items 3, 4, and 5 have been included under separate cover.



HAWAII FOUNDATION FOR HISTORY AND THE HUMANITIES
1151 Punchbowl Street, Room 232, Honolulu, Hawaii 96813, Telephone 548-2070



January 4, 1978

Chief, Ethnic Heritage Studies Branch
Division of International Education
Bureau of Higher and Continuing Education
Office of Education
Department of Health, Education and Welfare
Room 3928
7th and D Streets, S.W.
Washington, D.C. 20202

Dear Sir:

In reference to the Polynesian Voyaging Society's application for a grant under the Ethnic Heritage Studies Program (CFDA No. 13.459), the Foundation for History and the Humanities encourages your support of their proposal.

The Society has made significant inroads in addressing a social concern of high prevalence in the State of Hawaii, that of a conflict in identity of many of its citizens with an Hawaiian background. It seeks to continue on this admirable endeavor through the establishment of resource centers staffed with professional trainers in the area of Polynesian culture, as it is reflected in Polynesian voyaging. With the development of such resources at levels closer to the grass roots than we can fiscally hope to produce at this time, the goals of this project help us in achieving our mission, which is to cultivate a deeper appreciation of each ethnic group's contributions to American culture in Hawaii through the collection and dissemination of local oral histories and value systems.

It is on this basis, where the Foundation for History and the Humanities' interests are in part being met by the Polynesian Voyaging Society's Ethnic Heritage Studies grant proposal, that we ask your support for their program.

Sincerely yours,

David Yamamoto
Executive Director

68

GEORGE R. ARIYOSHI
GOVERNOR



CHARLES G. CLARK
SUPERINTENDENT

STATE OF HAWAII

DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF INSTRUCTIONAL SERVICES

January 3, 1979
UVA

TO: Ethnic Heritage Program
Washington, D.C.

FROM: Elaine Takenaka, Education Specialist
Department of Education

As a former member of the Education Committee of the Polynesian Voyaging Society (1977-78), I am familiar with some of the materials developed by the members of the Education Committee.

As Educational Specialist of Social Studies for the Department of Education, it gives me great pleasure to endorse the educational endeavors of the Polynesian Voyaging Society. A comprehensive development of materials related to Polynesian Voyaging for teachers and students is greatly needed because it goes back to the roots, and heart of the culture of the first settlers of Hawai'i, the Hawaiians. I congratulate the Committee for trying to create and implement this area in Hawaiian Studies.

The leaders of the society are intent on promoting authentic information and have undertaken major projects like building a 60 foot double hulled canoe and sailing it from Hawai'i to Tahiti, and back. The research made during the successful voyage in 1976 gives the Education Committee fresh and factual materials to assist their program.

The Education Committee produced a book called the Voyaging Works. The book covers all aspects of Polynesian voyaging which will enhance and enrich materials already developed by the Department of Education.

It is my understanding that the PVS is requesting funds to provide training of teachers in Polynesian voyaging and settlement. This plan includes public school teachers through a grant application to the Ethnic Heritage Studies Program.

I truly encourage and support this program.

Elaine M. Takenaka

Elaine Takenaka
Education Specialist of Social Studies
DEPARTMENT OF EDUCATION

AN EQUAL OPPORTUNITY EMPLOYER

84

EXTENSION EDUCATION DIVISION
Kapalama Heights
Honolulu, Hawaii 96817

KAMEHAMEHA SCHOOLS / BERNICE PAUHI BISHOP ESTATE

TO: Ethnic Heritage Program
Washington, D. C.

FROM: Gordon, Pi'ianai'a, Director
Hawaiian Studies Institute
Kamehameha Schools

Dear Sirs:

On November 7, 1978, the voters of Hawai'i voted on their Constitutional Amendments. One of the amendments to the constitution was to promote Hawaiian studies in the public school system.

Members of the Constitutional Convention realized that Hawaiian studies, long neglected, needed to be promoted in the schools. Their amendment was proposed and the public voted support of the amendment which will go into effect in 1980.

The Kamehameha Schools offer the standard curriculum of most American Schools but also includes Hawaiian studies because students of Hawaiian ancestry attend the Schools. They have an extension program that services other schools besides Kamehameha throughout the State of Hawai'i. Unfortunately, resource persons from Kamehameha Schools cannot reach all of the students in Hawai'i.

Therefore, we are very happy when institutions are willing to implement Hawaiian Studies into the learning process. We especially endorse the Polynesian Voyaging Society. The Society has a marvelous track record when it comes to research work and producing materials about Polynesian voyaging. They have undertaken enormous projects and have done a splendid job. And because of this, Kamehameha Schools have been staunch supporters of their educational programs.

We strongly endorse their ethnic studies proposal.

'Owau me ka 'oiā'i'o,
(I am, sincerely,)

Gordon Pi'ianai'a

Gordon Pi'ianai'a
Director, Hawaiian Studies Institute
KAMEHAMEHA SCHOOLS

90

BERNICE P. BISHOP MUSEUM

P. O. Box 6037, Honolulu, Hawaii 96818 - Telephone 847-3511

January 2, 1979

Board of Directors
Polynesian Voyaging Society
P.O. Box 6037
Honolulu, Hawai'i 96818

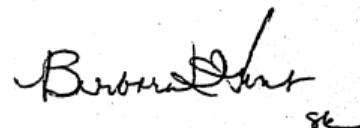
Dear Board of Directors:

The proposal of your Education Committee to help teachers to better understand the ethnic heritage of Hawai'i, through training in the area of Polynesian voyaging, is excellent. It is an attractive idea, and a most welcomed next step in the continuing development of education materials and services, which the Polynesian Voyaging Society handles so well.

The leaders of your Education Committee, have clear and practical views of the many needs evident in the promotion of accurate Hawaiian studies in our schools and they do a super job in accomplishing the goals they set. They certainly are to be congratulated for the newly completed Na Hana Huaka'i, a most needed beginning guide of information and classroom activities related to Polynesian voyaging. The new project will enhance considerably the materials, thus far, developed and make it possible for even a timid teacher to become involved and enthusiastic in understanding and teaching about the multi-cultural nature of our society.

As you know, members of the Bishop Museum's Departments of Anthropology and Education have indicated their strong endorsement of the Polynesian Voyaging Society, through active participation in various aspects of the Society. We certainly will support your prospective aims and future endeavors.

BH:spk


Barbara Hunt, Chairman
Department of Education

al



HONOLULU, HAWAII 96822

January 3, 1979

TO: Ethnic Heritage Program

Dear Sirs:

The study of Polynesian voyaging and, through this process, the deepened appreciation of Hawaii's cultural heritage, is an essential part of the Hawaiiana curriculum. Punahou School, in most of its grade levels, but particularly in its elementary program, has been fortunate to benefit from the experience generated through Hokule'a's voyages and from the educational materials developed by the Education Committee of the Polynesian Voyaging Society.

In teaching social studies to the young people of Hawaii it is essential that we start from the Polynesian roots. Not only is this the best possible basis for the study of other areas and cultures, but it gives our young people a sense of identity and belonging--a prerequisite for responsible citizenship.

For this reason I endorse wholeheartedly the continuing educational efforts of the Polynesian Voyaging Society, its teacher training and in-service functions, and the production of curricular materials.

The proposal developed for submission to The Ethnic Heritage Program to further these aims, has my wholehearted support.

Siegfried Ramler
Siegfried Ramler
Director of Curriculum and Instructional Services
Punahou School

92

ADMINISTRATIVE OFFICES
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(808) 848-0585

HAWAII
614 Kilauea Avenue
Hilo, Hawaii 96720
Telephone: (808) 961-2625



MAUI
1728-B Kaahumanu Avenue
Wailuku, Hawaii 96793
Telephone: (808) 242-9774

KAUAI
Professional Center
4347 Rice Street
Lihue, Hawaii 96766
Telephone: (808) 245-9569
MOLOKAI/LANAI
Ala Malama Building
P.O. Box 392
Kaunakakai, Hawaii 96748
Telephone: (808) 553-5393

December 29, 1978

TO: Ethnic Heritage Program
Washington, D.C.

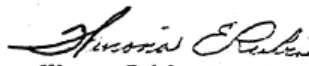
FROM: Winona Rubin, Executive Director
Alu Like, Inc.

It is with great pleasure that I write this letter of support for the Polynesian Voyaging Society's (PVS) proposal to your agency. Over the past few years, PVS has contributed greatly to the scientific and educational endeavors in the State of Hawaii.

The construction and research design of the 60 foot double-hulled canoe, Hokule'a, has inspired people to laud her accomplishments through song, dance and chants, especially after her successful voyage to Tahiti and back to Hawaii, guided by stars and ocean currents. These accomplishments had not been repeated for hundreds of years.

There are many, Alu Like included, who are involved in searching for cultural materials and activities which will lend itself to a greater awareness and appreciation of our native culture, sharing in a caring way, those practices which gave to Hawaii, the spirit of ALOHA. Needless to say, much of what was practiced in ancient times have been kept in the minds and hearts of a few. The PVS strives to recapture these important practices for use by all of us who live here, and has done a tremendous job. There is much more to do.

It is our understanding that PVS is requesting funds to provide for training of teachers in Polynesian voyaging and settlement. This is a great need that still remains unfilled. We support this endeavor and encourage your serious consideration toward their proposal. Mahalo.


Winona Rubin
Executive Director

E alu like mai kākou. E nā o'iwi o Hawai'i
Let us work together, natives of Hawaii

43

Interisland Trips Planned for Hokule'a

By Murry Engle
Star-Bulletin Writer

Haunting notes of the conch shell will sound across the water and the Hokule'a—now under repair—will sail again, first in educational jaunts between the islands and eventually back into Polynesian waters.

Although in need of operating funds, those are the near future

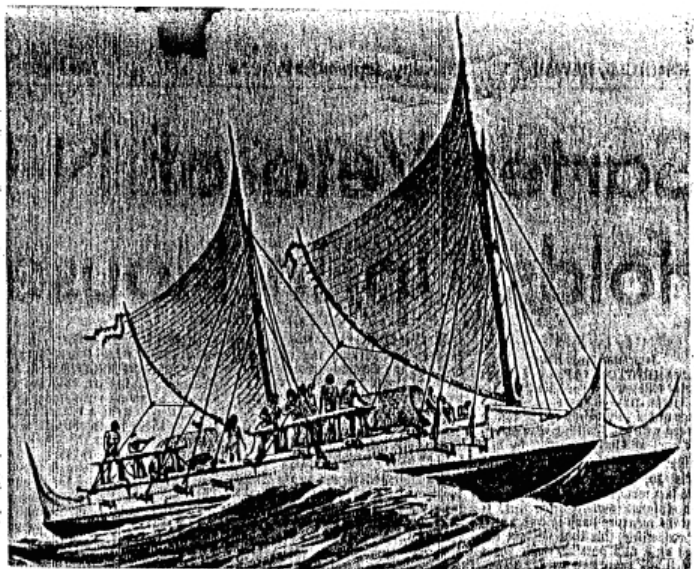
The Polynesian Voyaging Society is offering a seven-week class in modern celestial navigation at 7 p.m. each Wednesday at Kamehameha Schools. Other classes in sailing and seamanship and safety are available. For more information, call the society at 841-3966.

plans of the Polynesian Voyaging Society, announced yesterday during an open house in the society's refurbished offices in the arts and crafts building at Bishop Museum.

"We're a voyaging society and our purpose is to sail throughout Polynesia," said Wallace Frieseth, canoe committee chairman.

The Hokule'a, a 60-foot, twin-hulled approximation of an ancient Polynesian sailing vessel, caught the world's imagination during the Bicentennial year when it sailed from Hawaii and followed the stars to Tahiti.

In March, however, soon after sailing on what was to be its second voyage to the South Pacific,



the Hokule'a was swamped in high seas in the Molokai Channel. Eddie Aikau, a crew member, was lost after he left on a surfboard to paddle to Lanai to get help.

"WE'RE LEARNING to survive," said Frieseth.

"Even the swamping was a learning process," he said. "The general rule is that you learn from your mistakes. The mistakes to be corrected are in the vessel."

The Hokule'a had swamped once before in 1975 and was almost lost off Kauai.

According to reports following

an inquiry, hatch covers that were not watertight was the primary cause for the swamping.

The hatches were repaired by Leon Sterling, first mate on the second voyage, who is supervising a crew of four CETA workers who are repairing the Hokule'a at Pier 12.

The hatches have been raised 11 inches. Each hatch now has a double-gasket rubber sealing and has been tested and re-tested for watertightness.

Other refurbishings include: —All four end compartments have been made watertight.

—Thirty-gallon-per minute di-

aphragm pumps have been installed on the decks so the pumps can be operated without taking off the hatch covers.

—There are more scupper (drainage) holes on deck and the holes have been enlarged.

—The ends of the gunnels (on top of the hull) have been raised to keep the water out.

—Hau wood was cut in the mountains and soaked in salt water to remove the sap, kill bugs, cure and lighten it. After the bark was removed, it was spliced together for booms, gunnels, rails and stanchions (upright posts to hold the rail).

BUDGET

	<u>% of Effort</u>	<u>Rate/ Month</u>	
Project Coordinator	75%	1,125.	(13,500)
Trainer	100%	1,200.	(14,400)
Consultants/Contractual Services		4,000.	
Travel - Airfare		5,000.	
Office Supplies		300.	
Training Expenses including establishing Regional Curriculum Centers		10,000.	
Hokule'a Maintenance		?	
TOTAL (w/out Hokule'a budget)		47,200.	

PLAN FOR PVS/HOKULE'A

1980 - 1981

I. GOAL

To train elementary school teachers, and other ethnic studies personnel in the area of Polynesian voyaging so as to enhance their understanding of ethnic identity and interethnic communication.

II. OBJECTIVES TO ACHIEVE PURPOSE

1. To develop and organize curriculum materials for use in elementary schools.
2. To establish five regional Polynesian voyaging curriculum resource centers at Windward Oahu, North Shore Oahu, Hanalei and Lihue on Kauai, Peahi on Maui and Kohala on Hawaii.
3. To use the Hokule'a as a floating classroom to be temporarily berthed near each of the five regional resource centers.
4. To train resident resource persons in the use of Polynesian voyaging curriculum materials at each of the five resource centers.
5. To have the five regional Polynesian voyaging resource people train elementary school teachers and other professionals in ethnic studies to:
 - a. Identify Polynesian voyaging resources and resource people.
 - b. Explain the concepts and techniques of Polynesian voyaging.
 - c. Effectively use the curriculum materials provided by the PVS.
 - d. Demonstrate the value of a multi-ethnic approach by explaining the unique components of Polynesian voyaging and culture.
 - e. Understand the ethnic values and lifestyles of the Polynesians so that they will interact in a meaningful, culturally enriching manner with persons of diverse ethnic backgrounds.

135

III.

APPROACH

The project is organized to provide resource materials and training in two stages.

The first stage is to organize the curriculum materials and train persons to permanently operate five regional curriculum resource centers.

The second stage is to train personnel and teachers of elementary school aged children in the use and availability of Polynesian voyaging resources and its relevance for understanding ethnic identity, and interethnic communication.

IV.

PLAN OF OPERATION

1. The trainers will coordinate the development and use of curriculum materials at a central resource center and the training of 5 regional trainers to train teachers of public and private schools in Polynesian voyaging.
2. Establish 5 permanent regional curriculum research centers with resident trainers and to temporarily station the canoe near each of the 5 centers so that teachers and groups of elementary school aged children will have the experience of using the curriculum materials.
3. Hawaii Association of Rural Public Schools will assist in providing facilities for the 5 regional resource and training centers. They will also host the canoe from port to port. They will provide one staff person each to be trained as a resource person.
4. The resource persons will hold public seminars, will coordinate the scheduling of elementary school classes visiting the canoe and will serve as permanent regional resource persons to supervise the distribution and storage of curriculum materials.

V.

TIME TABLE

1. First 3 months

- a. Project staff organize educational materials and plan curriculum that will be implemented at the 5 regional centers.
- b. Information regarding the availability of instructional materials will be distributed the DOE at a 1 day workshop at Kamehameha School.
- c. Third month - 5 staff persons will meet on Oahu for 4 days of training regarding use of Polynesian voyaging curriculum materials. They will then take back the materials and establish permanent satellite and training centers. They will advertise their functions and schedule schools, teachers, and various organizations to visit the canoe as it visits their region.

2. Remaining three quarters of the project year

- a. Hokule'a will sail to each of the 5 communities where curriculum resource centers have been established and stay approximately 1½ months.

(In each community a trained person with PVS staff will coordinate the visitation of the canoe and instruction.)

- b. Hokule'a will sail first to Kaneohe Bay on Oahu, then to Haleiwa, Kauai, Maui, and the Big Island.

Sailing times will be influenced by weather and the condition of the canoe.

If Hokule'a is unable to keep her schedule, training of elementary school teachers can be done without Hokule'a.

Staff from the PVS will spend at least 15 days cumulative at each of the regional centers to supervise and evaluate trainers.

As much time as is necessary will be spent for training and evaluating of the Windward and North Shore centers. The trainer will spend at least 10 days at each of the locations of the canoe.

B7

VI.

CURRICULUM MATERIALS

The materials will include:

- a. 4 books about Polynesian voyaging already developed for distribution to students grades 4 to 8.
- b. Na Hana Huaka'i (currently being printed)
- c. 2 films regarding Hokule'a (The Voyage of Hokule'a and the Launching of Hokule'a)
- d. Slide/Sound Show
- e. Video tapes from Channel 2 and Channel 9

DANIEL K. INOUE
HAWAII

PRINCE KUHIO FEDERAL BUILDING
ROOM 6104, 300 ALA MOANA BOULEVARD
HONOLULU, HAWAII 96850
(808) 546-7850

United States Senate

ROOM 105, RUSSELL SENATE BUILDING
WASHINGTON, D.C. 20510
(202) 224-3634

May 29, 1980

Mr. Myron B. Thompson
Trustee, Bernice Pauahi Bishop Estate
Alu Like, Inc.
2828 Paa Street, Suite 3035
Honolulu, Hawaii 96819

Dear Pinky:

I wish to share with you a copy of an interim communication which was recently received from Mr. Koziarz, Director of the Ethnic Heritage Studies Program, responding to my endorsement of a proposal recently submitted by the Polynesian Voyaging Society.

Please be assured that I shall be back in touch with you as soon as a final reply is received.

Alu Like


DANIEL K. INOUE
United States Senator

DKI:bhm
Enclosure

40

DANIEL K. INOUE
HAWAII

PRINCE KUHIO FEDERAL BUILDING
ROOM 6104, 300 ALA MOANA BOULEVARD
HONOLULU, HAWAII 96850
(808) 546-7550

United States Senate

ROOM 105, RUSSELL SENATE BUILDING
WASHINGTON, D.C. 20510
(202) 224-3934


May 29, 1980

Mr. Michael A. Tongg
President
Board of Directors
Polynesian Voyaging Society
P.O. Box 19000 A
Honolulu, Hawaii 96819

Dear Mr. Tongg:

I wish to share with you a copy of an interim communication which was recently received from Mr. Koziarz, Director of the Ethnic Heritage Studies Program, responding to my endorsement of a proposal recently submitted by the Polynesian Voyaging Society.

Please be assured that I shall be back in touch with you as soon as a final reply is received.


DANIEL K. INOUE
United States Senator

DKI:bhm
Enclosure

142



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

May 21, 1980

1980 MAY 28 PM 1:23

Honorable Daniel K. Inouye
United States Senate
Washington, D.C.

Dear Senator Inouye:

Your letter to former Commissioner Smith supporting the application from the Polynesian Voyaging Society of Hawaii has been referred to me for reply.

Each proposal received by the program is rated by three readers not associated with the administration of the program. The readers make judgements regarding the extent to which a proposal addresses the criteria published in the Federal Register. Each reader assigns a numerical value to each of the criterion. These values are added by the reader to yield an overall rating for the proposal. The three readers' ratings are added and divided by three to give an average score for the proposal.

The proposals are listed in order of highest average score to lowest. Beginning at the highest average score, the proposal budgets are reviewed and recommendations for adjustment made. This process continues until the appropriation of three million dollars has been utilized.

As you may expect, many quality proposals are not funded because of a lack of funds. This program has funded fewer than 10% of the applicants in the 6 years of operation. This year, we have received over 600 applications and expect to fund approximately fifty projects. We expect to make an announcement in August, of those that are funded. Our Office of Congressional Liaison will notify you of the successful applicants prior to the general announcement.

I hope you believe as I do that each proposal to the Ethnic Heritage Studies Program will receive a fair review and as equitable a chance for funding based on the criteria as is possible. Thank you for your interest in the Ethnic Heritage Studies Program.

Sincerely,

Lawrence E. Koziarz

Lawrence E. Koziarz, Director
Ethnic Heritage Studies Program
Office of School Improvement

143

DOCUMENTS CAPTURED AS RECEIVED

OMB Approval No. 29-RO218

FEDERAL ASSISTANCE		2. APPLICANT'S APPLICATION	3. STATE APPLICATION IDENTIFIER	4. NUMBER
1. TYPE OF ACTION <input type="checkbox"/> PREAPPLICATION <input checked="" type="checkbox"/> APPLICATION <input type="checkbox"/> NOTIFICATION OF INTENT (Opt.) <input type="checkbox"/> REPORT OF FEDERAL ACTION <small>(Mark appropriate box)</small>		a. NUMBER NA b. DATE 19 80 3 3	a. NUMBER NA b. DATE 19 80 3 3	a. NUMBER NA b. DATE 19 80 3 3
4. LEGAL APPLICANT/RECIPIENT				
a. Applicant Name : POLYNESIAN VOYAGING SOCIETY b. Organization Unit : Education Committee c. Street/P.O. Box : P.O. Box 19000 A 1355 Kalihi Street d. City : Honolulu e. State : Hawaii f. Contact Person (Name & telephone No.) : Charles E. Larson (808) 261-8534			g. PRO-GRAM (From Federal Catalog) h. TITLE Ethnic Heritage Studies Program	
7. TITLE AND DESCRIPTION OF APPLICANT'S PROJECT			8. TYPE OF APPLICANT/RECIPIENT	
Polynesian Voyaging: Resource and Training for Multi-Cultural Education			A-State B-Interstate C-Substate D-County E-City F-School District G-Special Purpose District H-Community Action Agency I-Higher Educational Institution J-Indian Tribe K-Other (Specify): Voyaging Society	
10. AREA OF PROJECT IMPACT (Names of states, counties, cities, etc.)			11. ESTIMATED NUMBER OF PERSONS BENEFITING	
Hawaii (Oahu, Kauai, Maui, Hawaii)			4,150	
13. PROPOSED FUNDING			12. TYPE OF APPLICATION	
a. FEDERAL \$ 50,415.00 b. APPLICANT .00 c. STATE .00 d. LOCAL .00 e. OTHER .00 f. TOTAL \$ 50,415.00			A-New B-Revision C-Continuation D-Extension E-Augmentation F-Other (Specify): Not Applicable	
14. CONGRESSIONAL DISTRICTS OF:			15. TYPE OF CHANGE (For 15a or 15b)	
a. APPLICANT b. PROJECT 16. PROJECT START DATE Year month day 19 80 3 3 17. PROJECT DURATION Months 12 18. ESTIMATED DATE TO BE SUBMITTED TO FEDERAL AGENCY Year month day 19 80 3 3			A-Increase Dollars B-Decrease Dollars C-Increase Duration D-Decrease Duration E-Cancellation F-Other (Specify): Not Applicable	
20. FEDERAL AGENCY TO RECEIVE REQUEST (Name, City, State, ZIP code)			21. REMARKS ADDED	
U.S. Office of Education, Application Control Center, Washington, D.C. 20202			<input type="checkbox"/> Yes <input type="checkbox"/> No	
22. THE APPLICANT CERTIFIES THAT:			23. CERTIFYING REPRESENTATIVE	
a. To the best of my knowledge and belief, data in this preapplication/application are true and correct, the document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is approved. b. If required by OMB Circular A-95 this application was submitted, pursuant to instructions therein, to appropriate state/county and all responses are attached:			a. TYPED NAME AND TITLE Michael A. Tongg President, Board of Directors b. SIGNATURE <i>Michael A. Tongg</i> c. DATE SIGNED 19 80 3 3	
24. AGENCY NAME			25. APPLICATION RECEIVED	
26. ORGANIZATIONAL UNIT			27. ADMINISTRATIVE OFFICE	
28. ADDRESS			29. FEDERAL APPLICATION IDENTIFICATION	
30. FEDERAL GRANT IDENTIFICATION			31. ACTION TAKEN	
a. AWARDED b. REJECTED c. RETURNED FOR AMENDMENT d. DEFERRED e. WITHDRAWN			a. FEDERAL \$.00 b. APPLICANT .00 c. STATE .00 d. LOCAL .00 e. OTHER .00 f. TOTAL \$.00	
32. FUNDING			33. ACTION DATE	
a. FEDERAL \$.00 b. APPLICANT .00 c. STATE .00 d. LOCAL .00 e. OTHER .00 f. TOTAL \$.00			19 80 3 3 34. CONTACT FOR ADDITIONAL INFORMATION (Name and telephone number)	
35. FEDERAL AGENCY A-95 ACTION			36. STARTING DATE	
a. In taking above action, any statements received from clearinghouses were considered. If agency response is due under provisions of Part 1, OMB Circular A-95, it has been or is being made. b. FEDERAL AGENCY A-95 OFFICIAL (Name and telephone no.)			19 80 3 3 37. REMARKS ADDED <input type="checkbox"/> Yes <input type="checkbox"/> No	

PART II
PROJECT APPROVAL INFORMATION

ITEM 1

Is there other related assistance on this project previous,
pending, or anticipated?

See instructions for additional information to be
provided.

☐ Yes ☒ No

PART III - BUDGET INFORMATION

SECTION A - BUDGET SUMMARY						
GRANT PROGRAM, FUNCTION OR ACTIVITY (a)	FEDERAL CATALOG NO. (b)	ESTIMATED UNOBLIGATED FUNDS		NEW OR REVISED BUDGET		
		FEDERAL (c)	NON-FEDERAL (d)	FEDERAL (e)	NON-FEDERAL (f)	TOTAL (g)
1. EHSP-Curriculum Development	13.549			\$ 11,400		\$ 11,400
2. EHSP-Training	13.549			39,015		39,015
3. EHSP-Dissemination	13.549					
4.						
5. TOTALS				\$ 50,415		\$ 50,415

SECTION B - BUDGET CATEGORIES					
6. OBJECT CLASS CATEGORIES	GRANT PROGRAM, FUNCTION OR ACTIVITY				TOTAL (g)
	Curriculum (1) Development	Training (2)	Dissemination (3)		
a. PERSONNEL	\$ 8,150	\$ 31,380			\$ 39,530
b. FRINGE BENEFITS		-			-
c. TRAVEL		2,835			3,375
d. EQUIPMENT					
e. SUPPLIES	150.	150.			300.
f. CONTRACTUAL					
g. CONSTRUCTION					
h. OTHER	2,500	2,850			5,350
i. TOTAL DIRECT CHARGES	10,800	37,215			48,015
j. INDIRECT CHARGES	600.	1,800			2,400
k. TOTALS	\$ 11,400	\$ 39,015			\$ 50,415
7. PROGRAM INCOME					

NEW-608T

SECTION C - NON-FEDERAL RESOURCES

(a) GRANT PROGRAM	(b) APPLICANT	(c) STATE	(d) OTHER SOURCES	(e) TOTALS
8.	\$	\$	\$	\$
9.				
10.				
11.				
12. TOTALS	\$	\$	\$	\$

SECTION D - FORECASTED CASH NEEDS

	TOTAL FOR 1ST YEAR	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER
13. FEDERAL	\$ 50,415	\$ 12,560	\$ 12,215	\$ 12,895	\$ 12,745
14. NON-FEDERAL					
15. TOTALS	\$	\$	\$	\$	\$

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

(a) GRANT PROGRAM	(b) FIRST	(c) SECOND	(d) THIRD	(e) FOURTH
16.	\$	\$	\$	\$
17.				
18.				
19.				
20. TOTALS	\$	\$	\$	\$

SECTION F - OTHER BUDGET INFORMATION (attach additional sheets if necessary)

21. DIRECT CHARGES: See attached Budget Justification for details

22. INDIRECT CHARGES: Rate of approximately .05 on base of \$48,015.00 for total indirect charges of \$2,400.00.

PART IV - PROGRAM NARRATIVE (attach per instructions)

NEW-007

POLYNESIAN VOYAGING SOCIETY (PVS)
Resource and Training for Multi-Cultural Education

ETHNIC HERITAGE STUDIES PROGRAM
Part III

Budget Justification

6.a. Personnel Salaries	Rate/ Month	Months of Effort	Approximate % of Effort	Cost
Project Director	416.00	12	25.00	5,000.00
Trainer/Administrative Assistant	1,300.00	12	100.00	15,600.00
Trainer/Crew Supervisor	1,000.00	12	100.00	12,000.00
Satellite Trainers:				
from Seagull School	630.00	3	100.00	1,890.00
from Rainbow School	630.00	2	100.00	1,260.00
from Island School	630.00	2	100.00	1,260.00
from Peahi School	630.00	2	100.00	1,260.00
from Kohala School	630.00	2	100.00	<u>1,260.00</u>
Subtotal				39,530.00
b. Fringe benefits are not figured as all personnel will be contracted.				
c. Travel				
Airfare - Interisland				
1 RT Hawaii-HNL- Hawaii for trainee				75.00
1 RT Kauai-HNL-Kauai for trainee				75.00
1 RT Maui-HNL-Maui for trainee				75.00
2 RT HNL-Kauai-HNL for 2 PVS staff				150.00
(\$75.00 x 2)				
2 RT HNL-Maui-HNL for 2 PVS staff				150.00
(\$75.00 x 2)				
2 RT HNL-Hawaii-HNL for 2 PVS staff				150.00
(\$75.00 x 2)				
Per Diem				
HNL: \$30.00/day x 4 days x 3 trainees				360.00
Kauai: \$30.00/day x 5 days x 2 staff				300.00
Maui: \$30.00/day x 5 days x 2 staff				300.00
Hawaii: \$30.00/day x 5 days x 2 staff				300.00
Kauai: \$30.00/day x 10 days x 1 crew supervisor				300.00
Maui: \$30.00/day x 10 days x 1 crew supervisor				300.00
Hawaii: \$30.00/day x 10 days x 1 crew supervisor				<u>300.00</u>
Subtotal				2,835.00
e. Supplies				
1. Office Supplies				<u>300.00</u>
Subtotal				300.00

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h. Other

1. Contractual

Consultant in Polynesian Culture	1,000.00
Air Travel - 3 RT Interisland	225.00
Per Diem 6 days @ \$30.00	180.00

Consultant - Evaluation	2,000.00
Air Travel - 3 RT Interisland	225.00
Per Diem 6 days @ \$30.00	180.00

2. Mileage (3,000 miles x \$.18)	540.00
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3. Printing

Printed materials	
4,000 copies of work booklet and evaluation sheet (\$.25/copy x 4,000)	<u>1,000.00</u>

Subtotal	5,350.00
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* j. Indirect Charges

	<u>2,400.00</u>
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Subtotal	2,400.00
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TOTAL	<u>\$50,415.00</u>
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* Indirect Charges - fiscal management will be provided by the executive committee of the Polynesian Voyaging Society. Costs were figured at approximately .05% of \$48,015.00. The committee consists of:

Michael A. Tongg - President and attorney
Anthony Guerrero, Jr. - Treasurer and Vice President, First Hawaiian Bank

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ABSTRACT

FOCUS: Area I. Curriculum Development
 Area II. Training of Persons in Ethnic Studies
 Level: Elementary Education

Overall Objective: To train elementary school teachers, and other ethnic studies personnel in the area of Polynesian voyaging so as to enhance their understanding of ethnic identity, interethnic communication and relations and the process of American multi-culturalism.

SPECIFIC OBJECTIVES:

1. To develop and organize curriculum materials for use in elementary schools.
2. To establish five regional Polynesian voyaging curriculum resource centers at Windward Oahu, North Shore Oahu, *Kealia* on Kauai, Peahi on Maui and Kohala on Hawaii. *Hanalei & Lihue*
3. To train resident resource persons in the use of Polynesian voyaging curriculum materials at each of the five resource centers.
4. To use the Hokule'a as a floating classroom to be temporarily berthed near each of the five regional resource centers.
5. To have the five regional Polynesian voyaging resource people train elementary school teachers and other professionals in ethnic studies to:
 - a. Identify Polynesian voyaging resources and resource people.
 - b. Explain the concepts and techniques of Polynesian voyaging.
 - c. Effectively use the curriculum materials provided by the Polynesian Voyaging Society.
 - d. Demonstrate the value of a multi-ethnic approach by explaining the unique components of Polynesian voyaging and culture.
 - e. Understand the ethnic values and lifestyles of the Polynesians so that they will interact in a meaningful, culturally enriching manner with persons of diverse ethnic backgrounds.

APPROACH:

The project is organized to provide resource materials and training in two stages.

The first stage is to organize the curriculum materials and train persons to permanently operate five regional curriculum resource centers. The second stage is to train personnel and teachers of elementary school aged children in the use and availability of Polynesian voyaging resources and its relevance for understanding ethnic identity, interethnic communication and relations and the process of American multi-culturalism.

AMOUNT OF FUNDING REQUESTED: \$50,415.00

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PART IV - PROGRAM NARRATIVE

a. Need

In 1778, when Captain James Cook rediscovered Hawaii, he estimated 300,000 native Hawaiians. By 1840, the Hawaiian race dwindled down to 70,000 people.

The calamitous results of the past still plague many Hawaiians today. They have the highest incidence of poverty, high school dropouts, and unemployment of any racial group in Hawaii. Preventive measures have to be implemented and applied. When people have inadequate education, a limited knowledge of their cultural roots, poor self esteem, and where families are disoriented, societal problems escalate. Education therefore is the key to building up self-worth, self-sufficiency, and self-direction.

Along with the social ills, the 1970's show a resurgence of interest and hope for the Hawaiian culture among Hawaiians. There is a vitality and commitment among American Hawaiians to learn about their culture, to uplift themselves and their heritage through education. A deliberate search is being made for Hawaiian identity. Regrettably, Hawaiian culture has been regarded irrelevant in the past.

A renaissance in Hawaiian culture is evidenced by the founding of the Polynesian Voyaging Society in 1973. Its purpose has been to do research work in Polynesian voyaging canoes, Polynesian navigational system, Polynesian culture and all the other arts and artifacts that made migration and settlement of the Hawaiian Islands possible by the first settlers. Multi-racial members of the society built the Hokule'a, a double hulled canoe, in 1974, trained a crew in 1975, and sailed from Hawaii to Tahiti and back to Hawaii in 1976. The three year plan became a life-size reality which received strong community support and culminated as a special Bi-centennial Project from Hawaii.

The 60 foot, twin hulled canoe called Hokule'a was designed to answer the question of whether the ancient Polynesians regularly navigated the 3,000 mile course between Hawaii and Tahiti. Multi-racial builders of the canoe found that centuries before Columbus, Polynesians aboard voyaging canoes had explored a huge triangle of the earth's surface, with Hawaii, Easter Island and New Zealand as its outer limits. Guided by the stars, currents, and ocean swells, they accomplished incredible feats of navigation

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and seamanship as they sailed across thousands of miles of open ocean.

Though Hokule'a was built mainly of modern materials, such as plywood and fiberglass, its lines were authentic and reconstructed from sketches by explorer Captain James Cook and other explorers.

Hokule'a received national and international acclaim because the National Geographic Society filmed the magnificent and historic journey. They also published three separate articles about Hokule'a in their magazine. Hokule'a has become a legacy and cultural symbol of Hawaii, a success story that needs to be shared. Slides, pictures, and logs were taken when Hokule'a made its trip. All these materials need to be made more readily available. Hokule'a can be used as a floating classroom. The experience for students and teachers to feel, touch, and see an authentic Polynesian replica of the canoes that brought the first settlers to Hawaii would be a valuable educational tool. It could help guide Hawaiians back to their roots and give them insight into the awesome courage and intelligence of their ancestors. It can also explode the myths and negative stereotyping about Polynesians.

In 1979, The Hokule'a sailed to Waianae on the leeward coast of Oahu. In this rural area, most well known for its high incidence of crime and poverty, the canoe served as a floating classroom where more than 600 persons came aboard the canoe for the first time and experienced appreciation for the skills of the ancient Hawaiians. That one visit by the canoe to that community has had long lasting effects. Youth from the area soon after organized sailing canoe clubs, and a fishing village. The people of Waianae are typical of people in many Hawaiian communities in that they are knowledgeable of the accomplishments of the Hokule'a but have no first hand experience of the canoe.

The Hokule'a is usually berthed in Honolulu and because of the high cost of inter-island travel many people of Hawaii from all ethnic backgrounds have never seen in person this canoe. For a year now the PVS has been preparing for another voyage to Tahiti. The voyage will take place in the Spring of 1980 and will test theories of non-instrumental navigation. When the canoe returns it will then be available to serve all the diverse

ethnic groups of Hawaii. This proposal would make it possible for multi-ethnic communities on all the major islands in Hawaii to participate in the Hokule'a experience as was done in the Waiānae Community.

b. Objectives

This proposal seeks to promote the contributions which Polynesian Americans and by implication, other ethnic groups can offer in making America a truly pluralistic and culturally diverse society.

More specifically, this proposal is to train elementary teachers so as to enhance their understanding of ethnic identity, inter-ethnic communication and relations, and the process of American multi-culturalism. To this end, the proposal focuses on:

1. Organizing the curriculum materials of the PVS.
2. Establishing five permanent regional resource centers with trainers.
3. Training approximately 170 elementary school teachers and other professionals in ethnic studies to become familiar with the area of Polynesian voyaging so that they will be able to:
 - a. Identify Polynesian voyaging resources and resource people.
 - b. Explain the concepts and techniques of Polynesian voyaging.
 - c. Demonstrate the value of a multi-ethnic approach by explaining the unique components of Polynesian voyaging, crafts and artifacts
 - d. Effectively use the curriculum materials provided by the Polynesian Voyaging Society.
4. Providing an opportunity for approximately 4,000 children from five geographical areas to experience boarding and learning about a replica of a 60 foot Polynesian canoe.
5. Promoting the understanding of ethnic values and lifestyles of the Polynesians so that there will be meaningful and culturally enriching interaction of persons with diverse ethnic backgrounds.

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6. Developing with the assistance of the Department of Educational Psychology, University of Hawaii, an evaluation of this project to determine the overall training effects of the course.

c. Project advisory council

The advisory council consists of fifteen members who have not only committed themselves to serve but have actively been assisting in the development of this proposal, through their encouragement and expertise. Ten of the members were selected to represent the ethnic group involved in the project which constitutes over one-half of the council members. All of the council members also have served on the Education Committee of the Polynesian Voyaging Society and were consulted regarding the development of this proposal.

1. Homer Hayes: B. A. University of Southern California, University of Hawaii. Hawaiian - Caucasian

Homer Hayes is an Hawaiian historian and lecturer on Hawaiian history and culture. He is president of his own company called Hayes Guard Service. He was a participant in the establishment of the City of Refuge at Honaunau, Kona, Hawaii. He is acting chairman for the committee regarding the establishment of the Honokohaa-Kaloko National Park. He is a present member of the University of Hawaii Committee for the Preservation of Hawaiian Language and culture.

2. Gordon Keawe-a-Heulu Pi'ianai'a: B. S. California Maritime Academy; M.A. University of Hawaii, Nautical Science Geography. Hawaiian - Chinese

Gordon Pi'ianai'a is presently Director of the Hawaiian Studies Institute of the Kamehameha Schools/Bishop Estate. Mr. Pi'ianai'a has been associated with the Polynesian Voyaging Society in various roles in the past three years. On the return trip to Hawaii in 1976, he served as a crew member on the Hokule'a, and is presently Captain of the Hokule'a as it journeys to Tahiti. He is a holder of a mates unlimited license and is qualified to sail any U.S. vessel, any ocean, any tonnage. He has been in education the past 10 years and has been a consulting instructor at the University of Hawaii level on Geography of Hawaii and Hawaiian culture.

3. Siegfried Ramler: B.A. University of Erlange, Germany; M.A. University of Hawaii; Diplome Superior, Sorbonne, Paris. Caucasian

Siegfried Ramler is presently Director of Curriculum and Instructional Services at Punahou School. He served previously as Chairman of Punahou's Foreign Language Department. He is also Executive Director of the Foundation for Study in Hawaii and abroad. In the latter function he has close contact with French Polynesia, Micronesia and Japan, setting up educational programs for Hawaii students, as well as for students of the Pacific area. He serves on the Board of Trustees of the Pacific and Asian Affairs Council and of the Japan-American Society of Honolulu.

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4. Marion Kelly: B.A. Business and Economics; M.A. Pacific Island Area Program. Polynesian - Caucasian

Marion Kelly is the associate anthropologist at the Bishop Museum where she has worked since 1958. She is also assistant professor at the University of Hawaii in the Ethnic Studies Program where she has taught since 1970. She is the liaison between the Department of Anthropology and Education at the Bishop Museum. She is working on museum educational projects with Dr. Barbara Hunt, Chairman of the Education Department of the Bishop Museum.

5. Barbara Hunt: B. A. UCLA; M.A. Stanford; ED.D. Stanford (Education Curriculum and Administration) Caucasian

Barbara Hunt is presently Chairman of the Department of Education at the Bishop Museum. Projects currently underway include development of educational materials based on Museum research in Pacific cultures and natural history and the building of the Hall of Discovery, a new Bishop Museum facility oriented to youth. Before assuming Chairmanship of the Education Department in 1976, Dr. Hunt served as Education Specialist for the Bishop Museum Department of Anthropology.

6. Mahealani Pescaia: B.ED. University of Hawaii; M.ED. University of Hawaii. Part Hawaiian, Caucasian, Oriental and American Indian

Mahealani Pescaia has been a teacher with the Department of Education for 17 years. She is a member of an "Ohana" (family) which develops Hawaiian Studies' materials for 4th grade teachers throughout the State. She has been a teacher at the Kamehameha Schools Extension Education Program, Explorations, for over ten years. She has developed a tape-slide presentation called "Steps in Building a Canoe", and has developed a Hawaiian Studies Study Guide for use in a 4th grade classroom, incorporating dramatic inquiry skills and positive Hawaiian self concepts.

7. Rowena K. Keaka: B. S. Brigham Young University, Elementary Education, University of Hawaii; Minors in Art, History, Music and Hawaiian Studies. (She is a high school graduate of Kamehameha Schools.) Hawaiian - Caucasian

Rowena Keaka is presently employed as the State Education Specialist for the Artmobile and Related Arts. She has taught in the Public Schools, Elementary Division for 25 years, and has served as Education Specialist for 9 years. She was President of Hui Imi Na'auao O Hawaii, 1976-77, an organization made up of professionals to further studies in Hawaiian Programs. She is coordinator and developer of Hawaiian Arts and Crafts documents for state public schools. She is Corresponding Secretary for the State Council on Hawaiian Heritage, Finance Chairman for the Governors' Commission on Kamehameha Day Celebration.

8. Paige Kawelo Barber: Hawaiian - Chinese

Mrs. Barber is a Program Director, Children's Services Mental Health Association, and Field Reader, Office of Education, Department of Health, Education and Welfare. She is a board member of the Congress of Hawaiian People, a member of Mayor's Committee on the Status of Women; member of the Hawaiians; member of the Health Association for Asian and Pacific Peoples; member of the Ethnic Research and Resource Center, the Hui Imi Na'auao, and E Ho'o Hawaii Kakou.

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9. Fred Cachola: B.A., M.E.D. Filipino - Hawaiian

Director, Extension Education Division, Kamehameha Schools. Mr. Cachola is President of the Home Rule Movement Party; Chairman, Heiau Restoration Committee, Waianae Hawaiian Civic Club; Member of the Hawaiians, The Congress of Hawaiian People, The Honokahau Advisory Committee, The University of Hawaii Hawaiian Bibliography Advisory Committee, and National Training Laboratories Hawaii Advisory Committee. He helped plan the Federal Action Vista Project at Kamehameha Schools, and is a Research Associate in Education, Bishop Museum.

10. Rudy Choy: B.A. University of Hawaii. Korean

President, AIKANE Corporation, Senior Partner C/S/K Catamarans. Member, Society of Naval Architects and Marine Engineers. Author, Catamarans Offshore (MacMillan, 1970), plus 25 articles for yachting magazines. Mr. Choy has thirty-two years of sailing experience, and has served as sailing master on four Trans-Pacific races. He is best known world-wide as the leading pioneer in the development of ocean-sailing catamarans. He is donating his service as naval architect and is considering the position of sailing master on our planned voyage.

11. Kenneth P. Emory: Ph.D. Caucasian

Dr. Emory has been a pioneer in the Archaeology of Polynesia since 1920. Author of more than 100 publications and teacher to many prominent investigators, Dr. Emory has gained world reknown for his work and is regarded as Dean of Pacific Anthropology. His contributions have been in the fields of archaeology, general ethnography, linguistics, folklore, and material culture. He is an untiring teacher and an inspiration to all who wish to learn more about our Polynesian cultural past.

12. Ben R. Finney: Ph.D. Caucasian

Associate Professor of Anthropology, University of Hawaii Research Associate, East-West Center. Dr. Finney is a specialist in Pacific anthropology and teaches the basic anthropology course on Hawaiian Culture at the University of Hawaii. He has done extensive research on Hawaiian and Tahitian culture, including the construction and testing of a 40 foot replica of an ancient Hawaiian double canoe.

13. Herbert Kawainui Kane: M.A. Hawaiian, Chinese, Caucasian

Vice President, Artist-designer, Architectural designer. Mr. Kane is an authority on Polynesian voyaging canoes and related material culture. He has developed pictorial reconstructions in architectural drawings and a series of paintings (State Foundation Collection, 1972 - Exhibit at State Capitol, December, 1972 - April 1973; Dillingham Tide Charts, 1972-73). Wrote and illustrated on the subject of Polynesian voyaging for National Geographic Magazine in collaboration with Dr. David Lewis.

14. August Yee: Chinese

Mr. Yee is a leading businessman in Honolulu and an owner of Holiday Mart Department Stores. His strong interest in Hawaiiana and Polynesian history has led him to support this program. He is chairman of the Board of Trustees, Hawaii Loa College.

DOCUMENTS CAPTURED AS RECEIVED

15. Benjamin B. C. Young: M.A. (Church History), M.D. (Psychiatry).
Hawaiian - Chinese

Dr. Young is Assistant Dean, The University of Hawaii School of Medicine. Present areas of investigation include a study of the sociological and psychological problems engendered by the phasing out of agriculture in Hawaii. He has worked with dying cancer patients and their individual adjustments to a terminal situation; and the trans-cultural aspects of how peoples of different cultural backgrounds in Hawaii handle different problems.

The role of the council members will involve:

1. Meeting once a month for twelve months to discuss operational concerns pertaining to the project.
2. Reading reports and other written materials prepared and distributed on the project.
3. Providing a semi-annual assessment and evaluation of the project and its effects in terms of the objectives sought.
4. Creating a free and open channel of communication and feedback to all ethnic groups for which the proposal is concerned so as to keep the community informed of the projects development and provide a means to solicit community support.
5. Serving as a constant source for professional advise on the training stages of of the project.

d. Plan of Operation

The Polynesian Voyaging Society intends to disseminate its knowledge of Polynesian migration, (open sea voyaging and double hulled canoes) discovery and settlement to the population and particularly elementary school teachers and children of five large areas in Hawaii. In this application we are proposing to make major changes in the direction of the society - - from one whose purpose has been to test theories regarding Polynesian voyaging to one that will serve as a floating classroom for children throughout the Hawaiian Islands. To accomplish this it hereby plans to hire one person to act as teacher trainer coordinator and curriculum consultant and one person to act as crew supervisor and trainer to manage the canoe and related instructional use. The trainers will coordinate the development and use of curriculum materials at a central resource center and the training of five regional trainers to train teachers of public and private

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schools in Polynesian voyaging.

Our plan is to establish five permanent regional curriculum resource centers with resident trainers and to temporarily station the canoe near each of those five centers so that teachers and groups of elementary school aged children will have the experience of using the curriculum materials developed by the Polynesian Voyaging Society, seeing the visual presentations, participating in the workshops and boarding the canoe. Member schools of the Hawaii Association of Rural Private Schools (HARPS, all non-profit organizations) will assist in providing facilities for the five regional resource and training centers and will help host the canoe as it voyages from port to port. As hosts, the schools will provide one staff person each to be trained as a resource person in Polynesian voyaging. The HARPS school's resource persons will hold public seminars, will coordinate the scheduling of elementary school classes visiting the canoe and will serve as permanent regional resource persons to supervise the distribution and storage of curriculum materials.

During the first three months of the project, the project staff will organize the educational materials of the PVS and plan the curriculum that will be implemented at the five regional sites selected for the distribution of curriculum materials.

The materials will include:

- a) four books about Polynesian voyaging already developed for distribution to students of grades four to eight,
- b) an activity book currently being printed,
- c) two films regarding the Hokule'a; and,
- d) three films in the process of being edited. (see appendix)

Also during the first three months, the PVS will distribute information regarding the availability of instructional materials regarding Polynesian voyaging. This will be done through the State Department of Education channels and through a one day workshop to be held at Kamehameha Schools. In the third month of the project, five staff persons from the five participating HARPS schools will meet on Oahu for four days of training regarding use of Polynesian voyaging curriculum materials. They will take back with them to their schools the materials and information developed by the Polynesian Voyaging Society

DOCUMENTS CAPTURED AS RECEIVED

and will establish permanent satellite resource and training centers regionally. They will advertise locally their functions in this project and will schedule schools, teachers and various organizations to visit the canoe as it visits their region.

During the remaining three quarters of the project year, the double hulled canoe called Hokule'a will sail to each of the five communities where curriculum resource centers have been established. In each of the communities a trained person from one of HARPS schools with the assistance of the PVS staff will coordinate the visitation of the canoe, and instruction of teachers and students in the use of PVS curriculum materials. The canoe will stay in each community approximately two months. It will first sail to Kaneohe Bay on Oahu where Seagull School will act as host and coordinator for PVS activities, then to Haleiwa on Oahu where Rainbow school will serve a similar function. Then it will sail to Kauai where Island school will coordinate, to Maui where Peahi School will coordinate and finally to the island of Hawaii where the Kohala school will coordinate related activities.

Sailing times will be influenced by weather and condition of the canoe. The scheduling of the visits of the canoe is also affected by the seasons. The channels between the islands are usually more difficult to cross during the winter months, therefore, interisland sailing will be accomplished during the summer. If the canoe is unable to keep appointments for the aforementioned reasons, training of elementary school teachers can be done without the use of the canoe.

At each of the training sites, public and private schools and youth organizations from that geographical area will schedule visitation times with the host schools. In advance of its visitation, local teachers will have the opportunity to use curriculum materials from the resource center and receive training in their use from the regional trainer.

Staff from the Polynesian Voyaging Society will spend at least fifteen days cumulative time at each of the regional centers on outer islands of Maui, Kauai, and Hawaii to supervise and evaluate trainers. On Oahu where the PVS is located as much time as is necessary will be spent for training and evaluation of the Windward and North Shore

centers. The crew supervisor will spend at least ten days at each of the locations of the canoe.

In each of the five communities it is estimated that at least 800 children will visit the canoe and at least 30 teachers will be trained in the use of PVS curriculum materials.

e. Key Personnel

The Polynesian Voyaging Society has engaged a highly qualified staff for this proposal. (see Appendix for vita)

1. Project Director: Charles E. Larson, 1300 Kailua Road, Kailua, Hawaii 96734 (808) 261-8534 Caucasian

He is founder and director of Seagull Schools and a well-known innovator in Early Childhood Education. As director of Seagull Schools, he administers two Title XX funded child care centers, an elementary school and a U.S.D.A. food service. He has taught classes in "Classroom Management" and led workshops in "The Role of Men in Early Childhood Education." He is a member of the Board of Directors of the Polynesian Voyaging Society and is chairman of the Hawaiian Association of Rural Private Schools Hawaiian Studies Committee. He also is well known for his exploration of the remote areas of Hawaii via small catamaran sailing.

2. Trainer Crew Supervisor: Leon Paoa Sterling Hawaiian - Chinese

He is the present canoe supervisor of Hokule'a, a position funded through Alu Like, A Native American CETA project. In this position he has been responsible for the maintenance and refurbishing of the canoe and for the supervision of the crew in construction and maritime skills. In 1977, he was co-captain of the Hokule'a.

3. Trainer Administrative Assistant: Marlene Among Hawaiian - Oriental - Caucasian

Ms. Among has worked as Administrative Secretary for the Polynesian Voyaging Society since May of 1978. She has also worked as Administrative Assistant Promotion Supervisor for Hawaiian Airlines in Hawaii and San Francisco. Along with her administrative and secretarial skills, she is a well-known artist in interpretative hulas. She has sailed extensively throughout the Hawaiian islands.

4. Evaluator: Frederick Bail, University of Hawaii, 1776 University of Hawaii, Honolulu, Hawaii 96822 Caucasian

He presently is an associate professor of Education Psychology at the University of Hawaii where he has had broad experience in educational research and evaluation. He has worked as consultant for many projects throughout the state including Department of Education, Liliuokalani Trust, and the Blue Water Marine Laboratory Program.

Others:

1. Cecilia Kapua Lindo, B.S., B.Ed.: Fourth grade Hawaiian Studies Teacher and Vice Principal of Hongwanji Elementary School

She will assist in the coordination of curriculum materials, training and supervising the PVS staff and act as a resource person in Hawaiian studies.

2. Michael A. Tongg, J.D.: President, Board of Directors Polynesian Voyaging Society and Attorney at Law

He will assist with the overall management of this project.

3. Anthony Guerrero, Jr., B.B.A.: Vice President-First Hawaiian Bank and Treasurer of the Polynesian Voyaging Society

He will oversee fiscal management of the project.

f. Evaluation

Evaluation will be contracted to Dr. Frederick T. Bail of the Educational Psychology Department of the University of Hawaii. Evaluation will be accomplished by:

1. Observing the operation of the five regional centers.
2. Interviewing the resource people.
3. Interviewing a sample of elementary school teachers trained by the resident resource people.
4. Developing, administering, and evaluating the results of a questionnaire for the teachers serviced by each of the regional resource people.

Interim and final reports will be coordinated by the project coordinator. This will be done quarterly and will include:

1. A fiscal report
2. Information regarding number of trainees served
3. Numbers of persons utilizing satellite resource centers
4. Number of visitors to the canoe
5. Information gathered for evaluation
6. Report from meetings with the advisory council
7. Photographs of training

8. Adequacy of Resources

Principal Organization:

1. Polynesian Voyaging Society: The PVS is a non-profit organization founded in September 1973 to do research and demonstrate the feasibility of the ancient Polynesian discovery and settlement of the Hawaiian Islands. Members are from every segment of the community, 25% of which are from other states and countries. The PVS is presently engaged in a dynamic educational program to further promote the resurgence of interest in the Hawaiian language, arts, dance, music, skills, social and religious practices. The Hokule'a, a 60 foot long double hulled canoe built by the PVS, is well on her way to becoming the national symbol of the Hawaiian people. They will apply for grant, and be responsible for all facets of grant administration.

Assisting Organizations:

1. Department of Education, State of Hawaii: They will disseminate publicity and information regarding the availability of the satellite resource centers and the Hokule'a. D.O.E. teacher's diversified backgrounds and resources will be utilized in training workshops.
2. Kamehameha Schools: A private school for part Hawaiian children supported by Bishop Estate. They will provide facilities for holding workshops and for doing maintenance on the canoe. They will also assist in the cost of printing and producing materials.
3. Bishop Museum: Most complete collection of Pacific material, culture and natural history. Founded for Hawaiian Princess Pauahi Bishop. They will provide office space at below market value. Staff persons will act as resources.
4. Alu Like: An organization to promote employment and direction for Hawaiians. They will provide copying service.
5. Hawaii Association of Rural Private Schools (HARPS): Each of the schools has a broad diversification of students and staff persons from different ethnic backgrounds. Each of the HARPS school will provide a staff person with four days of

paid release time for training. They will provide transportation for Polynesian Voyaging Society staff and consultants while on Maui, Kauai, and Hawaii. They will donate facilities for the permanent storage of curriculum materials and after the project year will continue to act as resource persons.

6. Department of Transportation-Harbors Facilities: They will provide assistance and facilities for the berthing of the canoe Hokule'a.
7. Punahou School: First school founded by missionaries in Hawaii. Today among the top ten high schools in the nation. They will provide copying and audio-visual aid service and space for meetings of the Advisory Council.

h. Replicability

Upon completion of this project in Hawaii a similar project could be started in other areas of Polynesia using the Hokule'a. A voyage is now being considered to the islands of Samoa, Tonga, the Cook Islands and the Islands of French Polynesia where goals similar to the ones of the project would be replicated.

Members of the Policy Advisory Council will share the results of this project with Native Polynesians and Micronesians from other areas of the Pacific Basin and will offer assistance to them in organizing similar projects.

Reports from this project will be made available to mainland institutions thru ERIC and thru SMERC (San Mateo County Educational Resources Center).

Curriculum materials developed by the Polynesian Voyaging Society will be distributed through publishers throughout the United States.

i. Budget and Cost Effectiveness

This budget has been prepared to use a minimum amount of Federal funds and a maximum amount of local resources. Salaries for project personnel were based on current levels for the persons and salaries for regional trainers were figured @ \$30.00 per day.

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Approximate in-kind contributions were figured for the following supporting agencies:

PVS	\$200,000.00
DOE	1,000.00
Kamehameha Schools	20,000.00
Bishop Museum	2,400.00
Alu Like	100.00
HARPS	15,000.00
DOT	500.00
Punahou School	300.00

Department of the Treasury
LA-50-74-300

Special Director

Internal Revenue Service

Date: FEB 17 1978 In reply refer to: Earl Knight
L-391, Code 421:209:VB

Determinations Section (213) 685-4552

Polynesian Voyaging Society
2467 Aha Alua Place
Honolulu, Hawaii 96821

Accounting Period Ending: December 31
Form 990 Required: ☒ Yes ☐ No
Advance Ruling Period Code: December 31, 1978

Based on the information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code.

Because you are a newly created organization, we are not now making a final determination of your foundation status under section 509(a) of the Code. However, we have determined that you can reasonably be expected to be a publicly supported organization of the type described in section 509(a)(2)(B)(i).

Accordingly, you will be treated as a publicly supported organization, and not as a private foundation, during an advance ruling period. This advance ruling period begins on the date of your inception and ends on the date shown above.

Within 90 days after the end of your advance ruling period, you must submit to us information needed to determine whether you have met the requirements of the applicable support test during the advance ruling period. If you establish that you have been a publicly supported organization, you will be classified as a section 509(a)(1) or 509(a)(2) organization as long as you continue to meet the requirements of the applicable support test. If, however, you do not meet the public support requirements during the advance ruling period, you will be classified as a private foundation for future periods. Also, in the event you are classified as a private foundation, you will be treated as a private foundation from the date of your inception for purposes of sections 507(d) and 4940.

Grantors and donors may rely on the determination that you are not a private foundation until 90 days after the end of your advance ruling period. In addition, if you submit the required information

(over)

Form L-391 (4-73)

within the 90 days, grantors and donors may continue to rely on the advance determination until the Service makes a final determination of your foundation status. However, if notice that you will no longer be treated as a section 509(a)(1)(A) organization is published in the Internal Revenue Bulletin, grantors and donors may not rely on this determination after the date of such publication. Also, a grantor or donor may not rely on this determination if he was in part responsible for, or was aware of, the act or failure to act that resulted in your loss of section 509(a)(1)(A) status, or acquired knowledge that the Internal Revenue Service had given notice that you would be removed from classification as a section 509(a)(1)(A) organization.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

You are not liable for social security (FICA) taxes unless you file a waiver of exemption certificate as provided in the Federal Insurance Contributions Act. You are not liable for the taxes imposed under the Federal Unemployment Tax Act (FUTA).

Organizations that are not private foundations are not subject to the excise taxes under Chapter 42 of the Code. However, you are not automatically exempt from other Federal excise taxes. If you have any questions concerning these taxes, please let us know.

If your sources of support, or your purposes, character, or method of operation is changed, you should let us know so we can consider the effect of the change on your status. Also, you should inform us of all changes in your name or address.

If the top box at the top of this letter is checked, you are required to file Form 990, Return of Organization Exempt From Income Tax, only if your gross receipts each year are normally more than \$5,000. The return is due by the 15th day of the fifth month after the end of your annual accounting period. The law imposes a penalty of \$10 a day, up to a maximum of \$5,000, for failure to file the return on time.

You are not required to file Federal income tax returns unless you are subject to the tax on unrelated business income under section 513 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

Sincerely yours,

W. J. Connors
Acting District Director

Form L-391 (4-73)

See attached



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20540

CERTIFICATION WITH RESPECT TO OPEN MEETINGS BY LOCAL
EDUCATIONAL AGENCIES IN CERTAIN PROGRAMS

(Ethnic Heritage Studies Program - Title IX, Elementary
and Secondary Act of 1965, as amended.)

As required by Sec. 812; Elementary and Secondary Education Act of 1965,
as added by Sec. 110 of Public Law 93-300, (20 U.S.C. 887e), the
applicant hereby certifies that:

- (1) prior to the submission of this application, the applicant held at least one meeting, open to the public, at which the program or project for which assistance is being sought and the activities proposed to be conducted in the application were explained, and the persons in attendance were afforded an opportunity to testify or otherwise comment on the contents of the application;
- (2) the applicant agency did advertise a notice of the meeting in a newspaper of general circulation serving the area affected by the program or project for which assistance is being sought, or otherwise provided adequate public notice, not less than seven (7) days prior to the date of such meeting. A copy of the application to be discussed was made available to the public at least 24 hours before the meeting is held; and
- (3) the applicant has given meaningful consideration to the comments or other testimony received at the open meeting, before submission of this application.

Michael A. Longg
Signature of Appropriate LEA Official

President-Polynesian Voyaging Society
Title

March 3, 1980

Date

DOCUMENTS CAPTURED AS RECEIVED

ASSURANCE OF COMPLIANCE WITH THE DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE REGULATION UNDER
TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

POLYNESIAN VOYAGING SOCIETY

(Name of Applicant)

(hereinafter called the "Applicant")

HEREBY AGREES THAT it will comply with title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulation of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to that title, to the end that, in accordance with title VI of that Act and the Regulation, no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the Applicant receives Federal financial assistance from the Department; and HEREBY GIVES ASSURANCE THAT it will immediately take any measures necessary to effectuate this agreement.

If any real property or structure thereon is provided or improved with the aid of Federal financial assistance extended to the Applicant by the Department, this assurance shall obligate the Applicant, or in the case of any transfer of such property, any transferee, for the period during which the real property or structure is used for a purpose for which the Federal financial assistance is extended or for another purpose involving the provision of similar services or benefits. If any personal property is so provided, this assurance shall obligate the Applicant for the period during which it retains ownership or possession of the property. In all other cases, this assurance shall obligate the Applicant for the period during which the Federal financial assistance is extended to it by the Department.

THIS ASSURANCE is given in consideration of and for the purpose of obtaining any and all Federal grants, loans, contracts, property, discounts or other Federal financial assistance extended after the date hereof to the Applicant by the Department, including installment payments after such date on account of applications for Federal financial assistance which were approved before such date. The Applicant recognizes and agrees that such Federal financial assistance will be extended in reliance on the representations and agreements made in this assurance, and that the United States shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the Applicant, its successors, transferees, and assignees, and the person or persons whose signatures appear below are authorized to sign this assurance on behalf of the Applicant.

Dated March 3, 1980

POLYNESIAN VOYAGING SOCIETY

(Applicant)

By Michael A. Longg
(President, Chairman of Board, or comparable
authorized official)

P.O. Box 19000 A/1355 Kalihi Street

Honolulu, Hawaii 96819
(Applicant's mailing address)

DOCUMENTS CAPTURED AS RECEIVED

ASSURANCE OF COMPLIANCE WITH TITLE IX OF THE
EDUCATION AMENDMENTS OF 1972 AND THE
REGULATION ISSUED BY THE DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE IN
IMPLEMENTATION THEREOF

(PLEASE READ EXPLANATION OF HEW FORM 639 A (3/77)* BEFORE COMPLETING
THIS DOCUMENT)

Pursuant to 45 C.F.R. 86.4:

<u>Polynesian Voyaging Society</u> (Name of Applicant or recipient)
<u>P.O. Box 19000 A</u> (address)
<u>1355 Kalihi Street</u> (address)
<u>Honolulu, Hawaii 96819</u> (city, state, zip code)
<u>23-7302232</u> (identifying code-FICE, OE, or IRS)

(hereinafter the "Applicant") gives this assurance in consideration of and for purpose of obtaining Federal education grants, loans, contracts (except contracts of insurance or guaranty), property, discounts, or other Federal financial assistance to education programs or activities from the Department of Health, Education, and Welfare (hereinafter the "Department"), including payments or other assistance hereafter received pursuant to applications approved prior to the date of this assurance.

ARTICLE I - TYPE OF INSTITUTION SUBMITTING ASSURANCE.

A. The Applicant is (check the following boxes where applicable):

1. () A state education agency.
2. () A local education agency.
3. () A publicly controlled educational institution or organization.
4. () A privately controlled educational institution or organization.
5. (x) A person, organization, group or other entity not primarily engaged in education. If this box is checked, insert primary purpose or activity of Applicant in the space provided below:

Voyaging and Education
*HEW Form 639 A (3/77) This form supersedes HEW Form 639 (7/76). HEW Form 639 (7/76) submitted prior to this revision are valid and recipients need not submit a new assurance.

DOCUMENTS CAPTURED AS RECEIVED

- B. ☐ Claiming a religious exemption under 45 C.F.R. 86.12(b).
(If religious exemption is claimed, attach statement by highest ranking official of Applicant identifying the specific provisions of 45 C.F.R. Part 86 which conflict with a specific religious tenet of the controlling religious organization.)
- C. The Applicant offers one or more of the following programs or activities (check where applicable):
- | | | | |
|-----------------------------|---|-----------------------------|--------------------------------|
| 1. <input type="checkbox"/> | Pre-school | 6. <input type="checkbox"/> | Undergraduate (including |
| 2. <input type="checkbox"/> | Kindergarten | | junior and community colleges) |
| 3. <input type="checkbox"/> | Elementary or Secondary | 7. <input type="checkbox"/> | Vocational or Technical |
| 4. <input type="checkbox"/> | Graduate | 8. <input type="checkbox"/> | Professional |
| 5. <input type="checkbox"/> | Other (such as special programs for the handicapped even if provided on the pre-school, elementary or secondary level). If this box is checked, give brief description below: | | |

ARTICLE II-PERIOD OF ASSURANCE. This assurance shall obligate the Applicant for the period during which Federal financial assistance is extended to it by the Department.

ARTICLE III-TERMS AND CONDITIONS. The Applicant hereby agrees that it will:

1. Comply, to the extent applicable to it, with Title IX of the Education Amendments of 1972 (P.L. 92-318), as amended, 20 U.S.C. 1681, 1682, 1683, and 1685 (hereinafter, "Title IX"), and all applicable requirements imposed by or pursuant to the Department's regulation issued pursuant to Title IX, 45 C.F.R. Part 86 (hereinafter, "Part 86"), to the end that, in accordance with Title IX and Part 86, no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any education program or activity for which the Applicant receives or benefits from Federal financial assistance from the Department. (This assurance does not apply to sections 904 (proscribing denial of admission to course of study on the basis of blindness) and 906 (amending other laws) of Title IX, 20, U.S.C. 1684 and 1686.)

2. Assure itself that all contractors, subcontractors, subgrantees or others with whom it arranges to provide services or benefits to its students or employees in connection with its education program or activity are not discriminating on the basis of sex against these students or employees.

3. Make no transfer or other conveyance of title to any real or personal property which was purchased or improved with the aid of Federal financial assistance covered by this assurance, and which is to continue to be used for an education program or activity and where the Federal share of the fair market value of such property has not been refunded or otherwise properly accounted for to the Federal government, without securing from the transferee an assurance of compliance with Title IX and Part 86 satisfactory to the Director and submitting such assurance to the Department.

4. Submit a revised assurance within 30 days after any information contained in this assurance becomes inaccurate.

5. If the Applicant is a state education agency, submit reports in a manner prescribed by the Director under 45 C.F.R. 80.6(b) as to the compliance with Title IX and Part 86 of local education agencies or other education programs or activities within its jurisdiction.

ARTICLE IV-DESIGNATION OF RESPONSIBLE EMPLOYEE AND ADOPTION OF GRIEVANCE PROCEDURES. (Check the appropriate box.)

A. 1. () Pursuant to 45 C.F.R. 86.8, the Applicant has adopted grievance procedures and designated the following employee to coordinate its efforts to comply with Part 86 and has notified all of its students and employees of these grievance procedures and the following name, address and telephone number of the designated employee:

2. _____
(name of employee)
3. _____
(office address)
4. _____
(telephone number)

B. 1. () The Applicant is not presently receiving Federal financial assistance subject to Part 86 and, consequently, has not designated a responsible employee or adopted grievance procedures pursuant to 45 C.F.R. 86.8 but will do so immediately upon award of such assistance and will immediately notify the Director, its students and employees of the name, office address, and telephone number of the employee so designated.

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ARTICLE V - SELF-EVALUATION. (Check the appropriate box.)

A. (x) The Applicant has completed a self-evaluation as required by 45 C.F.R. 86.3(c) and has not found it necessary to modify any of its policies and practices or to take any remedial steps to come into compliance with Part 86.

B. () The Applicant has completed a self-evaluation as required by 45 C.F.R. 86.3(c) and has ceased to carry out any policies and practices which do not or may not meet the requirements of Part 86 and is taking any necessary remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to such policies and practices.

C. () The Applicant has not completed the self-evaluation required by 45 C.F.R. 86.3(c) but expects to have it completed by _____
insert date

D. () The Applicant is not required to conduct a self-evaluation under 45 C.F.R. 86.3 since it did not receive any Federal financial assistance to which Part 86 applies prior to July 21, 1976.

Date: March 3, 1980

POLYNESIAN VOYAGING SOCIETY
(Insert name of Applicant)

By

Michael A. Longg
(This document must be signed by
an official legally authorized
to contractually bind the Applicant.)

President, Board of Directors

POLYNESIAN VOYAGING SOCIETY
(Insert title of authorized official.)

DOCUMENTS CAPTURED AS RECEIVED

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE		<input checked="" type="checkbox"/> GRANT	<input type="checkbox"/> CONTRACT	<input type="checkbox"/> FELLOW	<input type="checkbox"/> OTHER
PROTECTION OF HUMAN SUBJECTS ASSURANCE/CERTIFICATION/DECLARATION		<input checked="" type="checkbox"/> NEW	<input type="checkbox"/> RENEWAL	<input type="checkbox"/> CONTINUATION	
<input checked="" type="checkbox"/> ORIGINAL <input type="checkbox"/> FOLLOWUP <input type="checkbox"/> REVISION		APPLICATION IDENTIFICATION NUMBER (If known)			

STATEMENT OF POLICY: Safeguarding the rights and welfare of subjects at risk in activities supported under grants and contracts from DHEW is primarily the responsibility of the institution which receives or is accountable to DHEW for the funds awarded for the support of the activity. In order to provide for the adequate discharge of this institutional responsibility, it is the policy of DHEW that no activity involving human subjects to be supported by DHEW grants or contracts shall be undertaken unless the Institutional Review Board has reviewed and approved such activity, and the institution has submitted to DHEW a certification of such review and approval, in accordance with the requirements of Public Law 93-348, as implemented by Part 46 of Title 45 of the Code of Federal Regulations, as amended, (45 CFR 46). Administration of the DHEW policy and regulation is the responsibility of the Office for Protection from Research Risks, National Institutes of Health, Bethesda, Md 20014.

1. TITLE OF PROPOSAL OR ACTIVITY
Ethnic Heritage Studies Program

2. PRINCIPAL INVESTIGATOR/ACTIVITY DIRECTOR/FELLOW
Charles E. Larson

3. DECLARATION THAT HUMAN SUBJECTS EITHER WOULD OR WOULD NOT BE INVOLVED

☒ A. NO INDIVIDUALS WHO MIGHT BE CONSIDERED HUMAN SUBJECTS, INCLUDING THOSE FROM WHOM ORGANS, TISSUES, FLUIDS, OR OTHER MATERIALS WOULD BE DERIVED, OR WHO COULD BE IDENTIFIED BY PERSONAL DATA, WOULD BE INVOLVED IN THE PROPOSED ACTIVITY. (IF NO HUMAN SUBJECTS WOULD BE INVOLVED, CHECK THIS BOX AND PROCEED TO ITEM 7. PROPOSALS DETERMINED BY THE AGENCY TO INVOLVE HUMAN SUBJECTS WILL BE RETURNED.)

☐ B. HUMAN SUBJECTS WOULD BE INVOLVED IN THE PROPOSED ACTIVITY AS EITHER: ☐ NONE OF THE FOLLOWING, OR INCLUDING: ☐ MINORS, ☐ FETUSES, ☐ ABORTUSES, ☐ PREGNANT WOMEN, ☐ PRISONERS, ☐ MENTALLY RETARDED, ☐ MENTALLY DISABLED. UNDER SECTION 6. COOPERATING INSTITUTIONS, ON REVERSE OF THIS FORM, GIVE NAME OF INSTITUTION AND ADDRESS OF OFFICIAL(S) AUTHORIZING ACCESS TO ANY SUBJECTS IN FACILITIES NOT UNDER DIRECT CONTROL OF THE APPLICANT OR OFFERING INSTITUTION.

4. DECLARATION OF ASSURANCE STATUS/CERTIFICATION OF REVIEW

☐ A. THIS INSTITUTION HAS NOT PREVIOUSLY FILED AN ASSURANCE AND ASSURANCE IMPLEMENTING PROCEDURES FOR THE PROTECTION OF HUMAN SUBJECTS WITH THE DHEW THAT APPLIES TO THIS APPLICATION OR ACTIVITY. ASSURANCE IS HEREBY GIVEN THAT THIS INSTITUTION WILL COMPLY WITH REQUIREMENTS OF DHEW Regulation 45 CFR 46, THAT IT HAS ESTABLISHED AN INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS AND, WHEN REQUESTED, WILL SUBMIT TO DHEW DOCUMENTATION AND CERTIFICATION OF SUCH REVIEWS AND PROCEDURES AS MAY BE REQUIRED FOR IMPLEMENTATION OF THIS ASSURANCE FOR THE PROPOSED PROJECT OR ACTIVITY.

☐ B. THIS INSTITUTION HAS AN APPROVED GENERAL ASSURANCE (DHEW ASSURANCE NUMBER _____) OR AN ACTIVE SPECIAL ASSURANCE FOR THIS ONGOING ACTIVITY, ON FILE WITH DHEW. THE SIGNER CERTIFIES THAT ALL ACTIVITIES IN THIS APPLICATION PROPOSING TO INVOLVE HUMAN SUBJECTS HAVE BEEN REVIEWED AND APPROVED BY THIS INSTITUTION'S INSTITUTIONAL REVIEW BOARD IN A CONVENED MEETING ON THE DATE OF _____ IN ACCORDANCE WITH THE REQUIREMENTS OF THE Code of Federal Regulations on Protection of Human Subjects (45 CFR 46). THIS CERTIFICATION INCLUDES, WHEN APPLICABLE, REQUIREMENTS FOR CERTIFYING FDA STATUS FOR EACH INVESTIGATIONAL NEW DRUG TO BE USED (SEE REVERSE SIDE OF THIS FORM).

THE INSTITUTIONAL REVIEW BOARD HAS DETERMINED, AND THE INSTITUTIONAL OFFICIAL SIGNING BELOW CONCURS THAT:

EITHER ☒ HUMAN SUBJECTS WILL NOT BE AT RISK; OR ☐ HUMAN SUBJECTS WILL BE AT RISK.

5. AND 6. SEE REVERSE SIDE

7. NAME AND ADDRESS OF INSTITUTION
Polynesian Voyaging Society, P.O. Box 19000 A/1355 Kalihi Street, Honolulu, Hawaii 96819

8. TITLE OF INSTITUTIONAL OFFICIAL President, Board of Directors	TELEPHONE NUMBER (808) 523-2441
SIGNATURE OF INSTITUTIONAL OFFICIAL <i>Michael A. Long</i>	DATE March 3, 1980

NEW-508 (Rev. 4-75) F15

ENCLOSE THIS FORM WITH THE PROPOSAL OR RETURN IT TO REQUESTING AGENCY.

DOCUMENTS CAPTURED AS RECEIVED

5. INVESTIGATIONAL NEW DRUGS - ADDITIONAL CERTIFICATION REQUIREMENT

SECTION 46.17 OF TITLE 45 OF THE Code of Federal Regulations states, "Where an organization is required to prepare or to submit a certification . . . and the proposal involves an investigational new drug within the meaning of The Food, Drug, and Cosmetic Act, the drug shall be identified in the certification together with a statement that the 30-day delay required by 21 CFR 130.3(a)(2) has elapsed and the Food and Drug Administration has not, prior to expiration of such 30-day interval, requested that the sponsor continue to withhold or to restrict use of the drug in human subjects; or that the Food and Drug Administration has waived the 30-day delay requirement; provided, however, that in those cases in which the 30-day delay interval has neither expired nor been waived, a statement shall be forwarded to DHEW upon such expiration or upon receipt of a waiver. No certification shall be considered acceptable until such statement has been received."

INVESTIGATIONAL NEW DRUG CERTIFICATION

TO CERTIFY COMPLIANCE WITH FDA REQUIREMENTS FOR PROPOSED USE OF INVESTIGATIONAL NEW DRUGS IN ADDITION TO CERTIFICATION OF INSTITUTIONAL REVIEW BOARD APPROVAL, THE FOLLOWING REPORT FORMAT SHOULD BE USED FOR EACH IND: (ATTACH ADDITIONAL IND CERTIFICATIONS AS NECESSARY).

- IND FORMS FILED: ☐ FDA 1571, ☐ FDA 1572, ☐ FDA 1573

- NAME OF IND AND SPONSOR _____

- DATE OF 30-DAY EXPIRATION OR FDA WAIVER _____

(FUTURE DATE REQUIRES FOLLOWUP REPORT TO AGENCY) _____

- FDA RESTRICTION _____

- SIGNATURE OF INVESTIGATOR _____

DATE _____

6. COOPERATING INSTITUTIONS - ADDITIONAL REPORTING REQUIREMENT

SECTION 46.16 OF TITLE 45 OF THE Code of Federal Regulations IMPOSES SPECIAL REQUIREMENTS ON THE CONDUCT OF STUDIES OR ACTIVITIES IN WHICH THE GRANTEE OR PRIME CONTRACTOR OBTAINS ACCESS TO ALL OR SOME OF THE SUBJECTS THROUGH COOPERATING INSTITUTIONS NOT UNDER ITS CONTROL. IN ORDER THAT THE DHEW BE FULLY INFORMED, THE FOLLOWING REPORT IS REQUESTED WHEN APPLICABLE.

USE FOLLOWING REPORT FORMAT FOR EACH INSTITUTION OTHER THAN GRANTEE OR CONTRACTING INSTITUTION WITH RESPONSIBILITY FOR HUMAN SUBJECTS PARTICIPATING IN THIS ACTIVITY: (ATTACH ADDITIONAL REPORT SHEETS AS NECESSARY).

INSTITUTIONAL AUTHORIZATION FOR ACCESS TO SUBJECTS

- SUBJECTS: STATUS (WARDS, RESIDENTS, EMPLOYEES, PATIENTS, ETC.) _____

NUMBER _____

AGE RANGE _____

NAME OF OFFICIAL (PLEASE PRINT) _____

TITLE _____

TELEPHONE _____

NAME AND ADDRESS OF
COOPERATING INSTITUTION _____

- OFFICIAL SIGNATURE _____

NOTES: (e.g., report of modification in proposal as submitted to agency affecting human subjects involvement)

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
ASSURANCE OF COMPLIANCE WITH SECTION 504 OF THE
REHABILITATION ACT OF 1973, AS AMENDED

The undersigned (hereinafter called the "recipient") HEREBY AGREES THAT it will comply with section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), all requirements imposed by the applicable HEW regulation (45 C.F.R. Part 84), and all guidelines and interpretations issued pursuant thereto.

Pursuant to § 84.5(a) of the regulation [45 C.F.R. 84.5(a)], the recipient gives this Assurance in consideration of and for the purpose of obtaining any and all federal grants, loans, contracts (except procurement contracts and contracts of insurance or guaranty), property, discounts, or other federal financial assistance extended by the Department of Health, Education, and Welfare after the date of this Assurance, including payments or other assistance made after such date on applications for federal financial assistance that were approved before such date. The recipient recognizes and agrees that such federal financial assistance will be extended in reliance on the representations and agreements made in this Assurance and that the United States will have the right to enforce this Assurance through lawful means. This Assurance is binding on the recipient, its successors, transferees, and assignees, and the person or persons whose signatures appear below are authorized to sign this Assurance on behalf of the recipient.

This Assurance obligates the recipient for the period during which federal financial assistance is extended to it by the Department of Health, Education, and Welfare or, where the assistance is in the form of real or personal property, for the period provided for in § 84.5(b) of the regulation [45 C.F.R. 84.5(b)].

The recipient: [Check (a) or (b)]

a. ☒ employs fewer than fifteen persons;

A73

b. ☐ employs fifteen or more persons and, pursuant to § 84.7(a) of the regulation [45 C.F.R. 84.7(a)], has

A74 designated the following person(s) to coordinate its efforts to comply with the HEW regulation:

Name of Designee(s) - Type or Print		C12	
Polynesian Voyaging Society		C42	
Name of Recipient - Type or Print		Street Address or P. O. Box	
A12	A41	P.O. Box 19000 A/1355 Kalihi Street	A71
		Honolulu	
(IRS) Employer Identification Number		City	
A1	A11	B12	B41
B1	B11	Hawaii	96819
C1	C11	State	Zip
		B42	B71

I certify that the above information is complete and correct to the best of my knowledge.

March 3, 1980
Date
B72 B77

Michael A. Fragg President, Board of Directors
Signature and Title of Authorized Official
B78

If there has been a change in name or ownership within the last year, please PRINT the former name below:

NOTE: The 'A', 'B', and 'C' followed by numbers are for computer use. Please disregard.
PLEASE RETURN ORIGINAL TO: Office for Civil Rights, HEW, P. O. Box 8222, Washington, D.C. 20024.

DOCUMENTS CAPTURED AS RECEIVED

BIBLIOGRAPHY OF CURRENT CURRICULUM MATERIALS
DEVELOPED BY POLYNESIAN VOYAGING SOCIETY

There has been no comprehensive, annotated bibliography of works or educational materials in Polynesian voyaging for teachers and students.

Since the founding of the Polynesian Voyaging Society in 1973, the following educational materials were developed:

1. Film called Launching of the Hokule'a, produced by Tip Davis and funded by a local foundation.
2. Film called Voyage of Hokule'a produced by Dale Bell and funded by National Geographic Society.
3. Resource Curriculum Guide on Polynesian Voyaging, written by Cecilia Lindo and funded by Atherton Trust, a local foundation.
4. Series of four books about Polynesian voyaging (for students of grades four to eight) written by Nancy Mower, Stanley Kapepa and Maralyn Blackman.
5. Three magazines published by the National Geographic Society about Hokule'a and Polynesian Voyaging.
6. Activity book, (for students of grades four to eight) called Na Hana Huaka'i, or The Voyaging Works written by a number of teachers and scholars of Hawaiian studies and funded by Kamehameha Schools, a local foundation. The book will be published in May 1980.
7. Three 15 minute films currently being made regarding food preparation for long distance voyaging, the sailing experience, and canoe building. These films will be completed in August 1980.

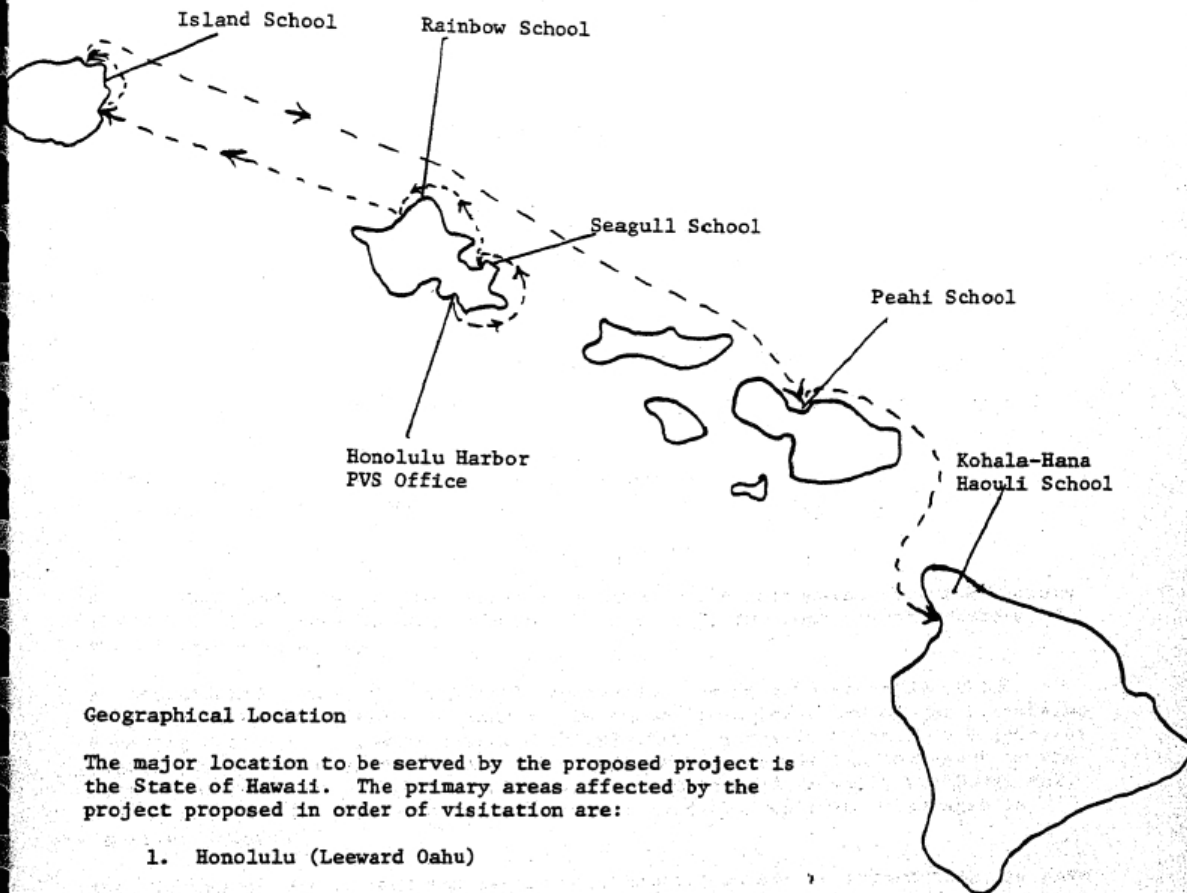
Along with our focus on training persons in Ethnic Studies we would like to use the amount allocated for printing on a workbook for students (elementary).

The workbook will be soft back and will have fifteen pages. The workbook will be used as part of the evaluation process and will include information, sketches, puzzles and cover the various aspects of Polynesian voyaging. (Naming parts of a canoe,

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identifying plants and animals that were brought to Hawaii on double hulled canoes, identifying stars that the ancient mariners followed, etc.) Cooperating organizations will assist with the printing.

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Geographical Location

The major location to be served by the proposed project is the State of Hawaii. The primary areas affected by the project proposed in order of visitation are:

1. Honolulu (Leeward Oahu)
2. Windward Oahu
3. North Shore Oahu
4. Kauai
5. Maui
6. Hawaii

Arrows indicate route of the Hokule'a for this project.

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GEORGE R. ARIYOSHI
GOVERNOR



CHARLES G. CLARK
SUPERINTENDENT

STATE OF HAWAII

DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF INSTRUCTIONAL SERVICES

TO: Ethnic Heritage Program
Washington, D.C.

FROM: Elaine Takenaka, Education Specialist
Department of Education

As a former member of the Education Committee of the Polynesian Voyaging Society (1977-78), I am familiar with some of the materials developed by the members of the Education Committee.

As Educational Specialist of Social Studies for the Department of Education, it gives me great pleasure to endorse the educational endeavors of the Polynesian Voyaging Society. A comprehensive development of materials related to Polynesian Voyaging for teachers and students is greatly needed because it goes back to the roots, and heart of the culture of the first settlers of Hawai'i, the Hawaiians. I congratulate the Committee for trying to create and implement this area in Hawaiian Studies.

The leaders of the society are intent on promoting authentic information and have undertaken major projects like building a 60 foot double hulled canoe and sailing it from Hawai'i to Tahiti, and back. The research made during the successful voyage in 1976 gives the Education Committee fresh and factual materials to assist their program.

The Education Committee produced a book called the Voyaging Works. The book covers all aspects of Polynesian voyaging which will enhance and enrich materials already developed by the Department of Education.

It is my understanding that the PVS is requesting funds to provide training of teachers in Polynesian voyaging and settlement. This plan includes public school teachers through a grant application to the Ethnic Heritage Studies Program.

I truly encourage and support this program.

Elaine M. Takenaka

Elaine Takenaka
Education Specialist of Social Studies
DEPARTMENT OF EDUCATION

AN EQUAL OPPORTUNITY EMPLOYER

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EXTENSION EDUCATION DIVISION
Kapālama Heights
Honolulu, Hawaii 96817

KAMEHAMEHA SCHOOLS / BERNICE PAUAHI BISHOP ESTATE

TO: Ethnic Heritage Program
Washington, D. C.

FROM: Gordon, Pi'ianai'a, Director
Hawaiian Studies Institute
Kamehameha Schools

Dear Sirs:

On November 7, 1978, the voters of Hawai'i voted on their Constitutional Amendments. One of the amendments to the constitution was to promote Hawaiian studies in the public school system.

Members of the Constitutional Convention realized that Hawaiian studies, long neglected, needed to be promoted in the schools. Their amendment was proposed and the public voted support of the amendment which will go into effect in 1980.

The Kamehameha Schools offer the standard curriculum of most American Schools but also includes Hawaiian studies because students of Hawaiian ancestry attend the Schools. They have an extension program that services other schools besides Kamehameha throughout the State of Hawai'i. Unfortunately, resource persons from Kamehameha Schools cannot reach all of the students in Hawai'i.

Therefore, we are very happy when institutions are willing to implement Hawaiian Studies into the learning process. We especially endorse the Polynesian Voyaging Society. The Society has a marvelous track record when it comes to research work and producing materials about Polynesian voyaging. They have undertaken enormous projects and have done a splendid job. And because of this, Kamehameha Schools have been staunch supporters of their educational programs.

We strongly endorse their ethnic studies proposal.

'Owau me ka 'oiā'i'o,
(I am, sincerely,)

Gordon Pi'ianai'a
Gordon Pi'ianai'a
Director, Hawaiian Studies Institute
KAMEHAMEHA SCHOOLS



HONOLULU, HAWAII 96822

TO: Ethnic Heritage Program

Dear Sirs:

The study of Polynesian voyaging and, through this process, the deepened appreciation of Hawaii's cultural heritage, is an essential part of the Hawaii-ana curriculum. Punahou School, in most of its grade levels, but particularly in its elementary program, has been fortunate to benefit from the experience generated through Hokule'a's voyages and from the educational materials developed by the Education Committee of the Polynesian Voyaging Society.

In teaching social studies to the young people of Hawaii it is essential that we start from the Polynesian roots. Not only is this the best possible basis for the study of other areas and cultures, but it gives our young people a sense of identity and belonging--a prerequisite for responsible citizenship.

For this reason I endorse wholeheartedly the continuing educational efforts of the Polynesian Voyaging Society, its teacher training and in-service functions, and the production of curricular materials.

The proposal developed for submission to The Ethnic Heritage Program to further these aims, has my wholehearted support.

Siegfried Ramler
Siegfried Ramler
Director of Curriculum and Instructional Services
Punahou School

ADMINISTRATIVE OFFICES
2828 Paa Street, Suite 3035
Honolulu, Hawaii 96819
Telephone: (808) 833-5871

OAHU
1316 Kaumualii Street
Honolulu, Hawaii 96817
Telephone: (808) 848-1486
(808) 848-0585

HAWAII
614 Kilauea Avenue
Hilo, Hawaii 96720
Telephone: (808) 961-2625



MAUI
1728-B Kaahumanu Avenue
Wailuku, Hawaii 96793
Telephone: (808) 242-9774

KAUAI
Professional Center
4347 Rice Street
Lihue, Hawaii 96766
Telephone: (808) 245-9569

MOLOKAI/LANAI
Ala Malama Building
P.O. Box 392
Kaunakakai, Hawaii 96748
Telephone: (808) 553-5393

TO: Ethnic Heritage Program
Washington, D.C.

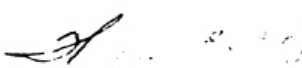
FROM: Winona Rubin, Executive Director
Alu Like, Inc.

It is with great pleasure that I write this letter of support for the Polynesian Voyaging Society's (PVS) proposal to your agency. Over the past few years, PVS has contributed greatly to the scientific and educational endeavors in the State of Hawaii.

The construction and research design of the 60 foot double-hulled canoe, Hokule'a, has inspired people to laud her accomplishments through song, dance and chants, especially after her successful voyage to Tahiti and back to Hawaii, guided by stars and ocean currents. These accomplishments had not been repeated for hundreds of years.

There are many, Alu Like included, who are involved in searching for cultural materials and activities which will lend itself to a greater awareness and appreciation of our native culture, sharing in a caring way, those practices which gave to Hawaii, the spirit of ALOHA. Needless to say, much of what was practiced in ancient times have been kept in the minds and hearts of a few. The PVS strives to recapture these important practices for use by all of us who live here, and has done a tremendous job. There is much more to do.

It is our understanding that PVS is requesting funds to provide for training of teachers in Polynesian voyaging and settlement. This is a great need that still remains unfilled. We support this endeavor and encourage your serious consideration toward their proposal. Mahalo.


Winona Rubin
Executive Director

E alu like ma! kākou. E nā o'iwi o Hawai'i
Let us work together, natives of Hawaii

BERNICE P. BISHOP MUSEUM

P. O. Box 6037, Honolulu, Hawaii 96818 • Telephone 847-3511

Board of Directors
Polynesian Voyaging Society
P.O. Box 6037
Honolulu, Hawai'i 96818

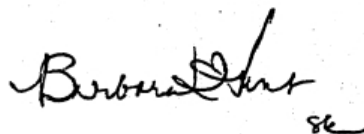
Dear Board of Directors:

The proposal of your Education Committee to help teachers to better understand the ethnic heritage of Hawai'i, through training in the area of Polynesian voyaging, is excellent. It is an attractive idea, and a most welcomed next step in the continuing development of education materials and services, which the Polynesian Voyaging Society handles so well.

The leaders of your Education Committee, have clear and practical views of the many needs evident in the promotion of accurate Hawaiian studies in our schools and they do a super job in accomplishing the goals they set. They certainly are to be congratulated for the newly completed Na Hana Huaka'i, a most needed beginning guide of information and classroom activities related to Polynesian voyaging. The new project will enhance considerably the materials, thus far, developed and make it possible for even a timid teacher to become involved and enthusiastic in understanding and teaching about the multi-cultural nature of our society.

As you know, members of the Bishop Museum's Departments of Anthropology and Education have indicated their strong endorsement of the Polynesian Voyaging Society, through active participation in various aspects of the Society. We certainly will support your prospective aims and future endeavors.

BH:spk



Barbara Hunt, Chairman
Department of Education



HAWAII FOUNDATION FOR HISTORY AND THE HUMANITIES
1151 Punchbowl Street, Room 232, Honolulu, Hawaii 96813, Telephone 548-2070



Chief, Ethnic Heritage Studies Branch
Division of International Education
Bureau of Higher and Continuing Education
Office of Education
Department of Health, Education and Welfare
Room 3928
7th and D Streets, S.W.
Washington, D.C. 20202

Dear Sir:

In reference to the Polynesian Voyaging Society's application for a grant under the Ethnic Heritage Studies Program (CFDA No. 13.459), the Foundation for History and the Humanities encourages your support of their proposal.

The Society has made significant inroads in addressing a social concern of high prevalence in the State of Hawaii, that of a conflict in identity of many of its citizens with an Hawaiian background. It seeks to continue on this admirable endeavor through the establishment of resource centers staffed with professional trainers in the area of Polynesian culture, as it is reflected in Polynesian voyaging. With the development of such resources at levels closer to the grass roots than we can fiscally hope to produce at this time, the goals of this project help us in achieving our mission, which is to cultivate a deeper appreciation of each ethnic group's contributions to American culture in Hawaii through the collection and dissemination of local oral histories and value systems.

It is on this basis, where the Foundation for History and the Humanities' interests are in part being met by the Polynesian Voyaging Society's Ethnic Heritage Studies grant proposal, that we ask your support for their program.

Sincerely yours,

David Yamamoto
Executive Director

197