EDUCATION COMMITTEE ORGANIZATION

Polynesian Voyaging Society
Board of Directors

CHAIRMAN
Education Committee

BOOK PROJECT

All Targets
- Distribution
- Marketing
- Longrange production

CURRICULUM DEVELOPMENT

Elem. (K-6)/Sec. (7-12)
- Confirm
- Refine
- Back to production

CURRICULUM FIELD TESTING/EVALUATION

Educational Targets (DOE/Non-DOE)
- Acceptance from Curr. Dev.
- Policies & procedures
- Information sharing
  - . District
  - . State
  - . Bishop Museum
  - . Artmobile
  - . U.H. - Cont. Ed.
  - . Sea Grant
  - . others -

SPEAKER'S BUREAU

All Targets
- Presentations
- Workshops
- Canoe visits
- Consultation

RESEARCH & DEVELOPMENT

Selected Targets
- Sail efficiency
- Navigation
- Astronomy
- Crew selection
- Crew training
- Interisland and short trips
- Canoe performance

BOARD OF DIRECTORS, PVS

CANOE COMMITTEE
- Canoe scheduling
- Captain selection
- Canoe safety
- Maintenance/repairs

EDUCATION COMMITTEE
- Coordinate with DOE/non-DOE schools & community
- Implement educational schedule with canoe schedule & movement

ILLEGIBLE

PART IV

A. A Summary Statement

The Hokule'a, a double-hulled canoe, was the main character in an experiment conceived by the Polynesian Voyaging Society (PVS), a non-profit organization. Hokule'a was designed to test the controversial questions of ancient Polynesian navigation and whether these voyages between Tahiti and Hawaii were accomplished at will or by accident. The conclusion of the Hokule'a's journey is the beginning of tremendous educational opportunities for the people of Hawaii.

Hokule'a has stirred so much interest that many educators and community groups have asked for materials and speakers to share the experience of the 6,000-mile journey from Hawaii to Tahiti and back. Requests continue to pour into the office of the PVS from the State of Hawaii, the mainland United States, and from abroad, asking for resource people and materials on subjects such as canoe construction, non-instrument navigation, food preservation, herbal medicine, plants, and cord-making, to name a few. Thus far, PVS remains the only source of information in Hawaii on early Polynesian voyaging which is based on an actual experiment.

The Education Committee of the Polynesian Voyaging Society proposes a project which includes a curriculum, using Hokule'a as the focal point of interest. A major goal of the committee is to utilize the canoe as a floating classroom, sailing to different areas of the islands and conducting workshops that can enhance the educational and cultural experiences of school children with emphasis on training teachers and community leaders. Experienced crew members, who have already navigated the canoe, will help with the floating classroom. Hawaiian culture experts will provide training

of teachers and community people so that these skills will be continued.

The Hokule'a, being the main focal instrument, will provide the real-life emphasis, with resource materials providing the source of cultural enrichment and exchange by the people of Hawaii.

B. History of the Project

There was a time in ancient history when majestic double-hulled canoes fashioned by Polynesians cut across the vast Pacific in search of adventure and new homes. In their search, Hawaii was discovered and the islands flourished with animals, new plants and families. Chants of the Polynesian people tell of continued contact with their motherland, until silence fell and these double-hulled canoes sailed no more.

Critics claimed that the settlement of the Hawaiian Islands by early Polynesians was by chance, and it became apparent from the controversy that there was little precise information on how well Polynesian canoes sailed; how seaworthy they were on long voyages; how the Polynesians used stars for navigation; and what practices were used by these ancient mariners that enabled them to survive hardships at sea.

Since voyaging canoes were no longer to be seen in Polynesian waters, and traditional navigational skills had all but disappeared, investigators were forced to search for records of canoes and voyaging in old legends, explorer's accounts, and other documents. These searches failed to reap the information sought because of the lack of precise detail, leaving much of the information available subject to criticism from researchers and scientists.

There were many people who believed that early Polynesian migrations were frequent, purposeful treks using highly sophisticated navigational techniques. Some of these enthusiasts were so anxious to put certain questions to test, that they formed the Polynesian Voyaging Society, a non-profit organization, which launched the building of a 60-foot, double-hulled canoe,

the Hokule'a. They were going to sail this replica to Tahiti and back.

This new and unique non-profit community group is dedicated to research and education concerning Polynesian voyaging canoes, navigation systems, and all the other arts and artifacts that made the first Polynesian discovery and settlement of these islands possible. The Polynesian Voyaging Society felt the need to fill those gaps of information by conducting the voyaging experiment, which would result in successful, educational experiences and materials, lighting those dark corners of Hawaii's near-forgotten past.

As the hulls of the Hokule'a took shape, interest in Hawaii mounted. Approval from the Hawaii Bicentennial Commission assisted in the initial stages of construction, and soon other interested parties, sparked by the daring dream, joined the forces of the PVS. More than $100,000 was raised for the project, with thousands of manhours contributed by volunteers toward the construction and preparation of the voyage.

Research and experiments were conducted on aspects of the project prior to the launching of the Hokule'a. This phase was a critical one, for the PVS had hopes to authenticate, as much as possible, this significant feat.

The Hokule'a was launched at the sacred place of Hawaiian ancients, Kualoa, on windward Oahu. This place is considered so sacred, that sailing canoes would tip their sails in passing, out of respect. Shortly after her launching, the Hokule'a was used to stimulate interest throughout the islands. Part of this effort was to begin attracting potential crew members, and, in addition, share new knowledge and information (rather, old knowledge and information, rediscovered) through actual recruiting/educational trips made by the Hokule'a prior to her departure for Tahiti.

The Polynesian Voyaging Society sponsored two teacher workshops prior to the voyage, including accepting invitations from community groups,

teachers, and individuals to share what knowledge and information was recovered through their experiments. Lectures on canoe sailing and food demonstrations were held on most of the islands. Some of these presentations were held at heiau's (ancient Hawaiian temples), community halls, parks, and in people's homes.

The National Geographic Society was so fascinated by the project that they asked and were given permission to document the voyage, and helped finance it. The film of the voyage will be aired on national public television some time in January, 1977.

A major contributor to the food experiments was the large corporation, AMFAC, Inc. Construction materials and food costs were made available to the project and the society reached out to the community for volunteers to build drying boxes, as well as assist in the actual preservation of foods. The response from the people of Hawaii was tremendous. Volunteers arrived according to predetermined schedules to eventually preserve 3,000 pounds of raw bananas and 2,000 pounds of sweet potato. The Kona Billfish Tournament donated 4,000 pounds of raw fish for drying, and volunteers in Kona preserved the fish there, using 15 drying boxes shipped from Oahu. Coconuts, sugar cane and fresh fruit and vegetables were added to the food supply, with fresh fish being caught on the actual voyage, which offset an otherwise monotonous diet.

From May 1 to July 26, 1976, the Hokule'a sailed from Hawaii to Tahiti and back, traveling about 6,000 miles. It sailed in the style of the ancient Polynesian mariners, with a crew of 17 men who sailed from Hawaii to Tahiti, and 11 men and 2 women who made the return trip from Tahiti to Hawaii.

Now that the journey has been accomplished, the rich and rare experiences of these modern mariners who used the ancient methods of survival and sailing should be shared through education. The development of slides, tapes, films, photos, books, songs, and other media are needed to help students become better acquainted and more actively aware of the culture and heritage of the first settlers of Hawaii. Resource materials and training sessions will develop skills to enable teachers and community people, who are constantly requesting cultural materials and speakers, to begin developing their own levels of expertise. Once trained, they will be able to rely on their own resources and begin tapping the resources from within their communities, which are now being developed.

The Kamehameha Schools, founded by a Hawaiian princess for children of Hawaiian ancestry, community organizations, parks and recreation administrators, and teachers have expressed a desire to work closely with the PVS for the purpose of training and resource development. Development of a curriculum for elementary and secondary school levels are essential.

Members from the community-at-large, concerned over the need to conduct these activities, joined together in developing a proposal, so that the wealth of information and experiences will be shared. Using the Hokule'a as a floating classroom, these individuals who represent the ethnic fabric of Hawaii are dedicated to filling this cultural gap. They represent various professional and community levels in the islands and have formulated the basis of this proposal in continuing the usefulness of the Hokule'a, her experienced crew, and Hawaiian cultural specialists. By sharing this knowledge, it is hoped that the PVS will help reduce the long-held notion that Hawaiians arrived here by accident, and that they did, indeed, have a culture and history that all can take pride in.

The success of the project has caught the imagination of multi-cultural Hawaii and has created an increasing admiration for Polynesian culture and its achievements, past and potential. Hokule'a has helped to enlighten the impoverishment of the general public about Polynesian migration and settlement.

C. Areas of Focus

This proposal will have the following focuses:

1. Training of teachers and community people.
2. Development of curriculum materials.

Since the conception of the Hokule'a, four books were written for children between the ages of 8 to 15, about Polynesian Voyaging. A teacher's guide was also written to accompany these books.

Hawaiian words used in the books will need a taped glossary so teachers can listen to the tapes and pronounce these words correctly. Slides, tapes, workbooks, maps, and ditto sheets are needed to reinforce concepts brought about in the books and guides. Whenever feasible and practical, all forms of instruction will be related to content areas already existing in our teacher's guide and goals.

The curriculum will do the following:

1. Provide a dynamic learning experience through the use of Hokule'a as a floating classroom.
2. Document, duplicate, and provide information from photos, slides, songs, books, case studies, graphs, maps, films, reports, and other materials gathered on the Hokule'a's voyage to Tahiti and back.
3. Formulate and execute plans which exemplify more opportunities in the impoverished areas of canoe building, maritime opportunities, and experiences about Polynesian Voyaging and settlement (pre-1778 to 1976).

4. Define and classify data made on the trip to Tahiti and back, and list from these experiments and findings, the advantages and problems encountered on the voyage.
5. Develop an archives with the collection of the artifacts, documents, photographs, and other materials used on the Hokule'a.
6. Plan workshops and speakers bureau, so that teachers and students will hear first-hand from crew persons who made the historic voyage on the Hokule'a.
7. Increase cultural pride, respect and interest in the Polynesian heritage which will enhance a child's (person's) self-concept.

The second focus deals with training of teachers and community people, using the Hokule'a as a floating classroom. Hawaiian culture experts will work closely with experienced crew members in actual teaching workshops, dealing with the following:

a. celestial navigation
b. canoe construction
c. canoe sailing and other navigation techniques
d. food preparation
e. related arts and crafts dealing specifically with voyaging and settlement
f. community and family life in ancient Hawaii
g. language, music, and dance of the Polynesian people

These topics have drawn considerable interest and attention in Hawaii. Teachers have expressed ignorance in many of the areas, with a sore lack of relevant materials from which to teach. In many instances, they have bemoaned the fact that while the Hokule'a has gained national attention as a Bicentennial project, the PVS is unable to respond adequately to teacher and community needs due to insufficient funds. The PVS is unable to send resource people or provide materials as the demand mounts.

Since the late 1960's, there has been an increased awareness of the lack of information available to teachers on the subject of the Hawaiian culture which could be used in classrooms. Teachers themselves were hard-pressed to find knowledgeable people available to share cultural information and knowledge which is fast disappearing due to the deaths of the Hawaiian elders. Some of the elders who remain today have found their way to demonstrations and workshops conducted by the PVS, observed and offered their expertise in specific instances. For example, they were able to provide knowledge on old practices, such as making a taro substance called pa'i'ai, a longer lasting food source, ideal for long voyages. They recounted personal experiences on wrapping and transporting food items from district to district. They told of stories handed down from their grandparents on sailing, currents, and other vital aspects of voyaging tradition. They were valuable in clarifying research for the project in many ways.

Those who have benefited from these experiments and learned from these elders will, in turn, train others. In this way, the culture will be perpetuated throughout the state.

Students, teachers, and community people will be able to board the canoe, and see first-hand how the Hokule'a was lashed and rigged together, what kind of materials were used in her building; see the sails, foods, plants,

shelter, clothes, carved gods and feathered weather vane that was so vital on sea voyages. Some participants will have a chance to sail, and perhaps steer, the double-hulled canoe; and all of them will learn the art of food preservation.

The children's books produced by the PVS, including the teacher's guide, will be made available to participating schools, community groups and agencies.

D. Need for Education Grant

The Hokule'a, a double-hulled canoe, emulates the successful round trip journey from Hawaii to Tahiti, navigated only by wind, wave, star and bird. Hokule'a was designed to answer the question of whether the ancient Polynesians regularly navigated the 3,000 mile course between Hawaii and Tahiti. The conclusion of Hokule'a's journey is the beginning of tremendous educational opportunities.

The Education Committee of the Polynesian Society proposes a curriculum that will continue to use Hokule'a as the focal point of interest. A major goal of the committee is to utilize the canoe as a floating classroom. The canoe will sail to different areas of the islands and conduct workshops that can benefit the educational experiences of school children, teachers, and community audiences. Cooperation from the Department of Parks and Recreation, the Extension Program of the Kamehameha Schools, public schools, community organizations, and a non-profit organization, Alu Like, Inc., will assist in the implementation of the project, including development of curricula and other materials and resources.

Alu Like, Inc. is a non-profit, community organization funded by the Office of Human Development, Office of Native American Programs, Department of Health, Education and Welfare. In 1974, the United States Congress passed a law (P.L. 93-644) which provided that Native Hawaiians, whose ancestors populated the Hawaiian Islands prior to 1778, would be regarded equally with Native Alaskans and American Indians. On October 1, 1976, Alu Like, Inc. began the task of identifying key issues affecting Native Hawaiians in Hawaii, and have just completed its report to the Federal Government. Alu Like, Inc. polled 2,300 Native Hawaiians from a native

Hawaiian population of 146,000, and asked key questions on education, culture, land, community resources, family needs, etc. The following is an extraction of that report on the responses received from the 2,300 Native Hawaiians polled regarding education and culture.

EDUCATIONAL DATA

Extracted from Alu Like, Inc. Needs Assessment Survey

"(In posing the) question, "What kind of education would you want for your children?"....The single most glaring statistic is the score for "same as self". Only 4.6% of the group would wish upon their children the same education as they themselves received....Clearly, the great majority of those interviewed see a better education for their children than the one they themselves received as a very important goal."

"The public schools receive a relatively poor evaluation with 15.8% of the respondents rating them "very good" and 38.1% "fairly good." More than one in five finds them either "not very good" or "not good at all." Generally, the low scores and the high dis-interest (11% gave "don't know" as their response) suggest shying away from program strategies that look like more-of-the-same."

"The two questions aimed at determining the drop-out rate for Hawaiian children confirm each other's findings in that the 6.9% reported drop-out rate in one question complements the 92.8% "no children dropped out" in the other question. Previous experience has shown, however, that questions like this often yield incomplete results. The definition of "drop-out" varies greatly. For some it connotes any churlish youngster, even one who is technically still in school. Some lump children who leave one school to attend another, who leave a traditional school to attend an off-campus non-traditional program, or who take a reduced school day to work in the afternoons, as "drop-outs."

"The problem of drop-outs is serious no matter what the official or unofficial rate simply because it represents the antithesis of these

parents' desires for their children. The phenomenon of drop-outs is of significance to a community in a direct relationship to how much that community values education. The data cited earlier and many other indicators point to the need for other-than-usual learning approaches for the Hawaiian community."

"Since the drop-out threshold congregates at the 11th grade, all program strategies targeted on achieving levels of completion beyond the 11th grade and all program strategies focusing on drop-outs must aim their efforts at affecting children below the age of 16, preferably well below."

"There is evidence of strong and broadly shared desires for educational achievement for the school-age children of the respondents.

How important is it that your children finish high school?

Most Important	88.3%)	
	)	96.7%
Important	8.4%)	
Not Important	1.6%	
Undecided	1.5%	

Almost all the parents with school-age children hold the completion of high school as an important goal/expectation for their child."

"When respondents with children were asked if they would like their children to learn the following subjects, very high percentages answered affirmatively.

Subject	Percent	Subject	Percent
Hawaiian Language	97	Hawaiian History	98
Hawaiian Crafts	96	Hawaiian Music	98
Hawaiian Dance	93	Hawaiian Sports	93

All of these percentages are so high and close together that there is little need to differentiate among them. Respondents were asked to go back and rank the six. A quick analysis of the ranking, accounting for both the number who rated an activity high on the scale and discounting it by the relative weight of its low ranking reveals the following priorities."

First:	History
Second:	Music
Third:	Language
Fourth:	Crafts
Fifth:	Sports
Sixth:	Dance

Summary

"Educational needs cluster around four major headings: 1) Drop-outs and low attainment, 2) the need for new and different courses and programs, 3) the need for continuing education and re-training, and 4) the gap between the current cost of these educational services and the present ability to pay... The picture that emerges is one of a people with a profound respect for the importance of education, a culture supportive of learning (especially in non-Western subjects and delivery styles) and frustration in attempting to have these needs met by the available education system."

"The two major findings are (1) the educational goals of the population are high, and (2) the lack of accomplishment of these goals has been due mostly to the fact that the existing state services have not been oriented toward them."

SOCIAL AND CULTURAL DATA

Extracted from Alu Like, Inc. Needs Assessment Survey

Cultural Characteristics

Hawaiian Language

Speaking. "Of the 2,366 persons interviewed, 1,859 or 78.6% said they speak some Hawaiian."

"As expected, higher percentage of the more than 50% Hawaiian ancestry group are able to speak Hawaiian. Most of those who speak Hawaiian had their parents as their source for learning. The next most acknowledged source was grandparents, with school being the least helpful. (See Tables 1 and 2)"

Hawaiian Skills/Arts.

"Table 9 shows the ability and interest of the sample in each of the 17 Hawaiian skills/arts listed in the Need Survey questionnaire. Ability is scaled ordinally. Interest is separated into those who want to learn and those who are willing to teach, and those not interested. In general, there are slightly higher percentages who are interested in learning than not."

"Taro growing - The ratio of those who are willing to teach to those who would like to learn is approximately 1:6. The teaching of this art can be readily implemented. Canoe building - The ratio of those who are willing to teach to those who would like to learn is 1:44. It would be less feasible to offer classes to teach this art, since there are not enough people to teach and it is a highly skilled art. Lei making - The interest to learn lei-making does not seem to be as great as taro growing or canoe building. But the proportion of people willing to teach to those who would like to learn is greater than for the other two arts. Dancing - There

is approximately one teacher to nine students. Hawaiian clubs and community cneters should be able to find ample number of teachers to offer classes on a regular basis. Woodcarving - The ratio of teachers to learners is 1:24 and about half the respondents are interested in learning. Weaving-netmaking - The second highest percentage of respondents want to learn this art. The ratio of teachers to students is 1:14. Food preservation - The interest to learn this skill far exceeds the other arts. The ratio of teachers to those interested in learning is 1:8....Poi pounding - The interest in learning poi pounding is moderate, yet the willingness to teach it is relatively high, a ratio of 1:5..."

Hawaiian History.

" Scale of Knowledge	Number	Percent "
Not at all	131	5.5
Not too well	1,332	56.3
Fairly well	798	33.7
Very well	105	4.4

"A great majority (94.5%) of the sample said they have some knowledge of Hawaiian history even though over half does not know it well. Regardless of whether a great deal or just some Hawaiian history was learned, the fact that it was even learned is significant, considering the fact that it was not taught widely in the school systems."

Ho'oponopono.

" Practice	Number	Percent "
No, not at all	1,475	62.3
Yes, sometimes	568	24.0
Yes, regularly	323	13.7
Learning Source		
Did not learn	1,348	57.0
Parents	475	20.1
Grandparents	219	9.3
Workshop	17	0.7
Other	307	13.0

"Of the sample, 43.0% have learned Ho'oponopono (a unique Hawaiian family council), but only 37.7% are practicing it regularly or occasionally. Of the 57.0% who did not learn, it is unfortunate that this survey did not find out how many were interested in learning to practice Ho'oponopono."

"Factor 6 (5.2% of variance) Hawaiian Cultural Traits"

Variable	Loading
interest in having Hawaiian culture provided through media	.46
have abilities in Hawaiian skills	.40
gather food	.39
want to return to living off the land and sea	.39
want to learn Hawaiian skills	.37
practice Ho'oponopono	.24

"This is a factor that identifies persons who have or are interested in elements of the Hawaiian culture. These are persons who have an interest in having information about the Hawaiian community transmitted through the media (see Table 11), have abilities in a variety of Hawaiian skills, tend to gather their food by non-commercial means, would like to return to living off the land and the sea, who want to learn more Hawaiian skills and who practice Ho'oponopono."

"Based on this analysis, the following implications are indicated: (1) First, the relatively large number factors found in the analysis points to a rather heterogeneous sample group. This suggests that programs will either have to be focused specifically on special groups and needs or will have to be broad in content covering a variety of interests and needs. (2) There are a number of patterns that point to the more traditional aspects of Hawaiian culture. This suggests that the more traditional elements of the Hawaiian population may have to be dealt with separately in terms of programs designed to fulfill their needs...."

...Extracted from Alu Like, Inc.
Needs Assessment Survey

Table 1. Ability to Speak Hawaiian by Ancestry

Scale	Ancestry					
	50% and More		Less Than 50%		Other	
	No.	Pct.	No.	Pct.	No.	Pct.
Only Basic	872	46.9	619	33.3	35	1.9
Fairly Well	189	10.2	50	2.7	2	0.1
Very Well	86	4.6	6	0.3	0	0.0
Total	1,147	61.7	675	36.3	37	2.0

Table 2. Sources from Which Speaking Hawaiian Was Learned by Ancestry

Sources	Ancestry							
	50% and More		Less Than 50%		Other		Total	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
From parents	598	31.6	279	14.7	8	0.4	885	46.7
In School	81	4.3	93	4.9	3	0.2	117	9.4
Other, relatives	483	25.5	319	16.9	28	1.5	830	43.9

Table 9. Ability and Interest of the Sample in Hawaiian Skills or Arts

Skills or Arts	Ability						Interest							
	Lots		Some		None		Like to Learn		Able to Teach		Willing to Teach		No Interest/Time	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Taro growing	511	21.6%	911	38.5%	944	39.9%	1,007	42.6%	212	9.0%	181	7.7%	966	40.8%
Canoe building	62	2.6	271	11.5	2,033	85.9	1,091	46.1	33	1.4	25	1.1	1,217	51.4
Lei making	689	29.1	1,328	56.1	349	14.8	981	41.5	316	13.4	280	11.8	789	33.3
Dancing	313	13.2	932	39.4	1,121	47.4	1,057	44.7	130	5.5	113	4.8	1,066	45.1
Wood carving	109	4.6	460	19.4	1,797	76.0	1,167	49.3	39	1.6	50	2.1	1,110	46.9
Weaving-net making	239	10.1	699	29.5	1,428	60.4	1,398	59.1	116	4.9	96	4.1	756	32.0
Food preservation	443	18.7	1,057	44.7	866	36.6	1,431	60.5	235	9.9	175	7.4	525	22.2
Musical Instruments	67	2.8	337	14.2	1,962	82.9	1,343	56.8	45	1.9	30	1.3	948	40.1
Feather work	85	3.6	373	15.8	1,908	80.6	1,365	57.7	52	2.2	30	1.3	919	38.8
Quilting	138	5.8	530	22.4	1,698	71.8	1,193	50.4	59	2.5	43	1.8	1,071	45.3
Poi pounding	442	18.7	749	31.7	1,175	49.7	954	40.3	206	8.7	175	7.4	1,031	43.6
Chanting	59	2.5	331	14.0	1,976	83.5	976	41.3	25	1.1	26	1.1	1,339	56.6
Lua/lima lama	33	1.4	169	7.1	2,164	91.5	1,072	45.3	14	0.6	11	0.5	1,269	53.6
Games/ulumaika	158	6.7	759	32.1	1,449	61.2	1,310	55.4	89	3.8	84	3.6	883	37.3
Singing	691	29.2	1,191	50.3	484	20.5	1,356	57.3	201	8.5	175	7.4	634	26.8
Surfing	294	12.4	585	24.7	1,487	62.8	446	18.9	145	6.1	109	4.6	1,666	70.4
Canoe paddling	335	14.2	563	23.8	1,468	62.0	716	30.3	143	6.0	125	5.3	1,382	58.4

Table 11. Number and Percent of Sample Who Learned from Various Media Sources

Sources of Learning	Not At All		Some		Great Deal	
	No.	Pct.	No.	Pct.	No.	Pct.
Radio	483	20.4	1,326	56.0	557	23.5
Television	326	13.8	1,247	52.7	793	33.5
Newspaper	216	9.1	1,021	43.2	1,129	47.7
School	706	29.9	798	33.7	862	36.4
Reading on own	184	7.8	937	39.6	1,245	52.6

Clearly, the information provided by Alu Like, Inc. substantiates the need for more traditional types of learning, the result of sore neglect brought about by the thrust for formal, western-type education since the arrival of early missionaries.

While the Alu Like, Inc. survey specifically deals with the Native Hawaiian population, there is strong assurance that the general society suffers from social impoverishment by not having opportunities to learn about the one local ethnic group whose cultural experience is the most closely interlocked and which has the longest continuous history of cultural development in the islands.

DOCUMENTS CAPTURED AS RECEIVED

ROUGH DRAFT

Type

Part IV. (A Summary Statement)

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A major goal of the committee is to utilize the canoe as a floating classroom, sailing to different areas of the islands and conducting workshops that can enhance the educational and cultural experiences of school children with emphasis on training teachers and community leaders.

DOCUMENTS CAPTURED AS RECEIVED

(1)

~~DWS-RD~~ Experienced crew members who Wayne already navigated the canoe will help with the floating classroom. Hawaiian culture experts will provide training of teachers and community people so that these skills will be continued.

During planned workshops, Hawaiian culture specialists will work in concert with crew members to provide training of teachers and community people so that these skills will be continued. The Hokule'a, being the main focal instrument, will provide the real-life emphasis, ~~and~~ with resource materials ~~will~~ provide the source of cultural and exchange enrichment ~~for all~~ by the people of Hawaii.

Draft - History of the Project

There was a time in ancient history when majestic double-hulled canoes fashioned by Polynesians cut across the vast Pacific in search for adventure and new homes. In their search, Hawaii was discovered and the islands flourished with animals, new plants and families. Chants of the Polynesian people tell of continued contact with their motherland, until silence fell and these double-hulled canoes sailed no more.

Critics claimed that the settlement of the Hawaiian Islands by early Polynesians was by chance, and it became apparent from the controversy that there was little precise information on how well Polynesian canoes sailed, how seaworthy they were on long voyages; how thePolynesians used stars for navigation, and what practices were used by these ancient mariners that enabled them to survive hardships at sea.

Since voyaging canoes were no longer to be seen in Polynesian waters, and traditional navigational skills had all but disappeared, investigators were forced to search for records of canoes and voyaging in old legends, explorer's accounts and other documents. These searches failed to reap the information sought because of the lack of precise detail leaving much of the information available subject to criticism from researchers and scientists.

There were many people who believed that early Polynesian migrations were frequent, purposeful treks using highly sophisticated navigational techniques. Some of these enthusiasts were so anxious to put certain questions to test, that they formed the Polynesian Voyaging Society, a non-profit organization, which launched the building of a 60 foot double-hulled canoe, the Hokule'a. They were going to sail this replica to Tahiti and back.

This new and unique non-profit community group is dedicated to research and education concerning Polynesian voyaging canoes, navigation systems and all the other arts and artifacts that made the first Polynesian discovery and settlement of these islands possible. The Polynesian Voyaging Soceity felt the need to fill those gaps of information by conducting the voyaging experiment, which would result in successful, educational experiences and materials, lighting those dark corners of Hawaii's near-forgotten past.

As the hulls of the Hokule'a took shape, interest in Hawaii mounted. Approval from the Hawaii Bicentennial Commission assisted in the initial stages of construction, and soon other interested parties, sparked by the daring dream, joined the forces of the PVS. More than $100,000 was raised for the project, with thousands of manhours contributed by volunteers toward the construction and preparation of the voyage.

Research and experiments were conducted on aspects of the project prior to the launching of the Hokule'a. This phase was a critical one, for the PVS had hopes to authenticate, as much as possible, this significant feat.

The Hokule'a was launched at the sacred place of Hawaiian ancients, Kualoa at windward, Oahu. This place is considered so sacred, that sailing canoes would tip their sails in passing, out of respect. Shortly after her launching, the Hokule'a was used to stimulate interest throughout the islands. Part of this effort was to begin attracting potential crew members, and, in addition, share new knowledge and information (rather old knowledge and information re-discovered) through actual recruiting/educational trips made by the Hokule'a prior to her departure for Tahiti.

The Polynesian Voyaging Society sponsored (now) teacher workshops prior to the voyage, including accepting invitations from community groups, teachers and individuals to share what knowledge and information was recovered through their experiments. Lectures on canoe sailing and food demonstrations were held on most of the islands, some these presentations were held at heiau's (ancient Hawaiian temples), in community halls, parks and in people's homes.

The National Geographics was so fascinated by the project that they asked and were given permission to document the voyage and help finance it. The film of the voyage will be aired on national public television some time in January, 1977.

A major contributor to the food experiments was the large corporation, AMFAC, Inc. Construction materials and food costs were made available to the project and the society reached out to the community for volunteers to build drying boxes as well as assist in the actual preservation of foods. The response from the people of Hawaii was tremendous. Volunteers arrived according to predetermined schedules to eventually preserve 3,000 pounds of raw bananas, and 2,000 pounds of sweet potato. The Kona Billfish Tournament donated 4,000 pounds of raw fish for drying and volunteers in Kona preserved the fish there, using 15 drying boxes shipped from Oahu. Coconuts, sugar cane and fresh fruit and vegetables were added to the food supply, with fresh fish being caught on the actual voyage which offset an otherwise monotonous diet.

On May 1, to July 26, 1976, the Hokule'a sailed from Hawai'i to Tahiti and back, traveling about 6,000 miles. IT I sailed in the style of the ancient Ploynesian mariners, with a crew o 17 men who sailed from Hawai'i to Tahiti, and 11 men and 2 women who made the return trip from Tahiti to Hawaii.

Now that the journey has been accomplished, the rich and rare experiences of these modern mariners who used the ancient methods of survival and sailing should be shared through education. The development of slides, tapes, films, photos, books, songs, and other media are needed to help students become better acquainted and more actively aware of the culture and heritage of the first settlers of Hawaii. Resource materials and training sessions will develop skills to enable teachers and community people, who are constantly requesting cultural materials and speakers, to begin developing thier own levels of expertise. Once trained, they will be able to rely on their own resources and begin tapping the resources from within their communities, which is now being developed.

The Kamehameha Schools, founded by a Hawaiian princess for children of Hawaiian ancestry, community organizations, parks and recreation administrators and teachers have expressed a desire to work closely with the PVS for the purpose of training and resource development. Development of a curricula for elementary and secondary school levels are essential.

Members from the community-at-large, concerned over the need to conduct these activities joined together in developing a proposal so that the wealth of information and experiences will be shared. Using the Hokule'a as a floating classroom, these individuals who represent the ehhnic fabric of Hawaii are dedicated to filling this cultural gap. They represent various professional and community levels in the islands and have formulated the basis of this proposal in continuing the usefulness of the Hokule'a, experienced crew and Hawaiian cultural specialists. By sharing this knowledge, it is hoped that the PVS will help reduce the long-held notion that Hawaiians arrived here by accident, and that they did indeed have a culture and history that all can take pride in.

The success of the project has caught the imagination of multi-cultural Hawaii and has created an increasing admiration for Polynesian culture and its achievements, past and potential. Hokule'a has helped to enlighten the impoverishment of the general public about Polynesian migration and settlement.

ROUGH DRAFT

Part IV (3) Area of Focus

This proposal will have ~~the following~~ the following focus~~es~~:

1. Training of teachers and community people.
2. Development of curriculum materials.

Since the conception of the Hokule'a, four books were written for children between the ages of 8 to 15, about Polynesian Voyaging. A teacher's guide was also written to accompany these books.

Hawaiian words used in the books will need a taped glossary so teachers can listen to the tapes and pronouce these words correctly. Slides, tapes, workbooks, maps and ditto sheets are needed to re-enforce concepts brought about in the books and guides. Whenever feasible and practical, all forms of instruction will be related to content areas already existing in our teacher's guide and goals.

The ~~follow-up~~ curriculum ~~mentioned earlier~~ will do the following:

1. Provide a dynamic learning experience through the use of Hokule'a as a floating classroom.
2. Document, duplicate and provide information from photos, slides, songs, books, case studies, graphs, maps, films, reports and other materials gathered on the Hokule'a's voyage to Tahiti and back.
3. Formulate and execute plans which exemplify more opportunities in the impoverished areas of canoe building, maritime opportunities, and experiences about Polynesian Voyaging and settlement (pre-1778 to 1976).
4. Define and classify data made on the trip to Tahiti and back and list from these experiments and findings on the advantages and problems encountered on the voyage.

5. Develop an archives with the collection of the artifacts, documents, photographs, and other materials used on the Hokule'a.
6. Plan workshops and speakers bureau so that teachers and students will hear first-hand from crew persons who made the historic voyage on the Hokule'a.
7. Increase cultural pride, respect and interest in the Polynesian heritage which will enhance a child's (person's) self-concept.

The second focus deals with training of teachers and community people, using the Hokule'a as a floating classroom. Hawaiian culture experts will work closely with experienced crew members in actual teaching workshops, dealing with the following:

a. celestial navigation
b. canoe construction
c. canoe sailing and other navigation techniques
d. food preparation
3. related arts and crafts dealing specifically with voyaging and settlement
f. community and family life in ancient Hawaii
g. language music and dance of the Polynesian people

These topics have drawn considerable interest and attention in Hawaii. Teachers have expressed ignorance in many of the areas, with a sore lack of relevant materials from which to teach. In many instances, they have bemoaned the fact that while the Hokule'a has gained national attention as a Bicentennial project, the PVS is unable to respond adequately to teacher and community needs due to insufficient funds. The PVS is unable to send resource people or provide materials as the demand mounts.

ROUGH DRAFT

Part IV (3) Area of Focus - pg 3

Since the late 1960's, there has been an increased awareness of the lack of information available to teachers on the subject of the Hawaiian culture which could be used in classrooms. Teachers themselves were hardpressed to find knowledgeable people available to share cultural information and knowledge which ~~was~~ is fast disappearing due to the deaths of the Hawaiian elders. Some of the elders who remain today have found their way to demonstrations and workshops conducted by the PVS, observed and offered their expertise in specific instances. For example, they were able to provide knowledge on old practices, such as making a taro substance called pa'i'ai, a longer lasting food source ideal for long voyages. They recounted personal experiences on wrapping and transporting food items from district to district. They told of stories handed down from their grandparents on sailing, currents and other vital aspects of voyaging tradition. They were valuable in clarifying research for the project in many ways.

Those who have benefited from these experiments and learned from these elders will in turn train others. In this way, the culture will be continued and fostered throughout the state.

Students, teachers and community people will be able to board the canoe, and see first-hand how the Hokule'a was lashed and rigged together, what kind of materials were used in her building; see the sails, foods, plants, shelter, clothes, carved gods and feathered weather vane that was so vital on sea voyages. Some participants will have a chance to sail and perhaps steer the double-hulled canoe, and all of them will learn the art of food preservation.

The childrens books produced by the PVS, including the teachers guide will be made available to participating schools, ~~least~~ community groups and agencies.

A CURRICULUM GUIDE ON POLYNESIAN VOYAGING

WRITTEN BY: CECILIA KAPUA LINDO

EDITED BY: NANCY ALPERT MOWER

COVER DESIGN BY: ALLEN AKINA

A GUIDE TO AID TEACHERS IN USING THE FOUR BOOKS IN THE CLASSROOM. IT CONTAINS A WEALTH OF INFORMATION ON CANOE BUILDING, SAILING, AND NAVIGATION, AS WELL AS OTHER ASPECTS OF EARLY POLYNESIAN CULTURE. HIGHLY RECOMMENDED BY HAWAII SCHOOL LIBRARY SERVICES.

THE BOOKS ARE DESIGNED FOR FOURTH THROUGH SEVENTH GRADE. MANY HIGH SCHOOL TEACHERS ARE ALSO FINDING THEM USEFUL.

THE POLYNESIAN VOYAGING SOCIETY IS A NON-PROFIT TAX EXEMPT ORGANIZATION DEVOTED TO RESEARCH AND EDUCATION IN THE AREA OF POLYNESIAN SEA VOYAGING.

ALL MONEY GENERATED FROM THE SALE OF THESE BOOKS WILL GO INTO A REVOLVING FUND TO PROMOTE FURTHER EDUCATIONAL PROJECTS OF THE SOCIETY.

THE SPIRIT OF ALOHA, THE KNOWLEDGE AND SKILLS OF THE POLYNESIANS, THEIR COURAGE, THEIR FAITH, THEIR UNDERSTANDING OF AND RESPECT FOR THEIR ENVIRONMENT ARE WOVEN INTO THE ADVENTURES OF THE CHILDREN IN THE BOOKS.

THESE BOOKS CAN BE USED AS LEARNING TOOLS IN HAWAIIAN HISTORY, CULTURE, CUSTOMS, LEGEND, MYTHOLOGY, RELIGION, MUSIC, MATHEMATICS, AND ASTRONOMY, CANOE BUILDING AND SAILING, NON-INSTRUMENT NAVIGATION, PREPARATION OF FOOD AND PROVISIONS, SURVIVAL ON THE OCEAN, GEOGRAPHY, AND EXPLORATION, MIGRATION AND SETTLEMENT PATTERNS.

TO: CHILDREN'S BOOK PROJECT
POLYNESIAN VOYAGING SOCIETY
P.O. BOX 6037
HONOLULU, HAWAII 96818

I WOULD LIKE _____ SET(S) OF CHILDREN'S BOOKS @ $6.00 PER SET — AMOUNT $_____

I WOULD LIKE _____ COPIES OF THE TEACHER'S GUIDE @ $2.50 PER COPY — AMOUNT _____

TAX ON ABOVE @ 4% — TAX _____

POSTAGE AND HANDLING @ 50¢ PER SET — AMOUNT _____

PAID BY: CHECK _____ CASH _____ PURCHASE ORDER _____ — TOTAL $_____

I PREFER TO PICK UP BOOKS MYSELF AND SAVE POSTAGE _____

MY NAME _____

SCHOOL _____

ADDRESS _____

CITY, STATE AND ZIP _____

PLEASE INCLUDE PHONE NUMBER IF YOU ARE PICKING UP BOOKS YOURSELF _____

(MAKE CHECK PAYABLE TO: POLYNESIAN VOYAGING SOCIETY)

Children's Book Project
Polynesian Voyaging Society
P.O. Box 6036
Honolulu, Hawaii 96818

HONOLULU HAWAII

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U.S. POSTAGE
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POLYNĒSIAN VOYAGING SOCIETY

PRESENTS

CHILDREN'S BOOK PROJECT

NĀ PUKE HUAKA'I KAMALI'I

BOOK 1:
THE VISION OF MO`IKEHA

(KA MOE UHANE O MO'IKEHA)

BY: NANCY ALPERT MOWER

ILLUSTRATED BY: SHARON KUMM

MO'IKEHA, HIGH CHIEF OF KAUA'I, HAS A VISION OF A DOUBLE-HULLED CANOE AND ITS CREW WHICH WILL SAIL TO TAHITI TO FIND HIS LONG LOST SON. MO'IKEHA HOLDS A TI-LEAF CANOE CONTEST IN WHICH HIS FIVE SONS COMPETE TO SEE WHO HAS THE GREATEST SKILLS IN CANOE BUILDING AND SAILING.

BOOK 2:
A CANOE FOR UNCLE KILA

(NO KILA KA WA'A KAULUA)

BY: STANLEY KAPEPA

ILLUSTRATED BY: JOHN LENNON

KILA, YOUNGEST SON OF MO'IKEHA, HAS WON THE CONTEST AND WILL BE CAPTAIN OF THE CANOE. KAHA'I, GRANDSON OF MO'IKEHA GOES TO LIVE WITH THE MASTER CANOE BUILDER AND PARTICIPATES IN EACH STEP OF BUILDING A DOUBLE-HULLED CANOE.

BOOK 3:
THE VOYAGE TO TAHITI

(KA HUAKA'I I KAHIKI)

BY: NANCY ALPERT MOWER

ILLUSTRATED BY: ALLEN AKINA

KAHA'I IS A CREW MEMBER ON A MEMORABLE VOYAGE, WHICH IS NOT ONLY AN EXCITING ADVENTURE, BUT A TREMENDOUS LEARNING EXPERIENCE.

BOOK 4:
HŌKŪLE`A

WRITTEN BY: MARALYN BLACKMAN

ILLUSTRATED BY: JOSEPH NAMAKAEHA MOMOA

PHOTOGRAPHS BY: PETER ANDERSON

THIS BOOK BRINGS US BACK TO THE PRESENT DAY. LEHUA AND KUPONO PARTICIPATE IN THE ACTIVITIES OF THE POLYNESIAN VOYAGING SOCIETY, AS THE SOCIETY BUILDS HŌKŪLE'A AND PREPARES FOR THE 1976 VOYAGE TO TAHITI.

POLYNESIAN VOYAGING SOCIETY

EDUCATION COMMITTEE REPORT

June, 1977

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BOOK PROJECT COMMITTEE REPORT

The four books and the Resource Curriculum Guide were completed at the end of October 1976. These publications are currently being used in over 150 schools in the State of Hawaii and in schools in Indiana, California, Delaware, Washington and Vancouver, B.C. Over 3,000 of the originally printed 5,000 books have been sold. The Resource Curriculum Guide (1,000 books) has sold out and is currently being reprinted.

The State Library RUSH list approved all books and gave the Resource Curriculum Guide a "highly recommended" status. In addition, letters have expressed favorable reaction to the books and guide. Likewise, numerous phone calls from individual teachers and others have commented on the value of the books and guide.

The National Education Association has solicited an article on the series for Today's Education, the NEA Journal. This has been written by Nancy Alpert Mower, the book editor, and Mahealani Pescaia, a member of the NEA, who has been using the books and guide in a classroom situation this past year.

The Association for Early Childhood International has requested the editor to speak about the books and other Polynesian Voyaging Society educational projects at their annual conference in March of 1978.

In February the editor and others attended Instructional Materials Exhibits and Teacher Institute Days on Oahu and the Neighboring Islands. Books were displayed and orders taken from interested teachers. These trips were paid for by the Education Committee.

Favorable publicity has been given to the Book Project in Honolulu magazine and in an article by Lois Taylor of the Honolulu Star-Bulletin. Individual writers and illustrators have discussed the series on KCCN Radio and a number of television programs.

Part-time help was hired during the year to help solicit commercial orders for the books and to contact business firms and create further publicity.

The following business firms have ordered books either for themselves or as donations:

First Savings and Loan
World Wide Factors, Inc.
Halekulani Hotel
Island Hokidays
Hawaii Library Binding Services
Pepsi-Cola/Seven-Up Bottling Company
Western Airlines
Aloha Airlines
Hemmeter Investment Company
Dillingham Corporation
Trade Publishing Company
Castle and Cooke

*The following commercial outlets are selling the books:

Liberty House
Honolulu Book Shops
Holiday Mart Super Foods
Sears, Roebuck & Company
Bishop Museum Gift Shop
Hana Maui Gift Shop
Kauai Museum Gift Shop
Princess Book Shop, Sugar Mill
Polynesian Cultural Center
Hawaii Geographic Society
Hawaii Mission Children's Society
Whole Earth Book Store
Honolulu T.H.
Lahaina Bookstore
Intercontinental Stores
The Sea Chest, Sea Life Park
Suzanne Frojas, Awapuhi, Kauai

*In addition, Mid-Pacific Book Distributors in Hilo have purchased 100 sets of books for distribution to book and gift shops on the Islands of Hawaii and Maui.

SPEAKER's BUREAU REPORT

During the past school year the Polynesian Voyaging Society has been able to reach a large number of students in Hawaii's schools via the Speaker's Bureau. Members of the crew spent countless hours during the year making presentations. These presentations have utilized films, slides, models and other audio and visual materials. In addition, an overview of Polynesian Voyaging and the Hokule'a has been presented to many community groups and organizations .

The scheduling of schools and community groups has been an ongoing process which has resulted in an avalanche of requests for presentations. The large number of requests have exceeded our current capacity to enable us to make classroom presentations when requested. However, the number of requests do indicate that Hokule'a has had a lasting effect on the people of Hawaii. The Speaker's Bureau has had a successful year and the requests for presentations for the next school year are coming in.

Enclosure 1 shows the totals for target audiences that the Speaker's Bureau was able to service this school year. The total figure shown only represents about 90% of all figures recorded and do not reflect any onboard visitations to the Hokule'a. Also represented are target audiences serviced on the Neighboring Islands.

Target Audience Figures

Total Elementary Audience	=	6,369
Total High School (+ Interm) Audience	=	6,094
Total College/University Audience	=	370
Total Community/Organization Audience	=	3,908
Total School (K-12) Audience	=	12,463
Total Adult Audience	=	4,746
Total Audience (all ages)	=	17,209

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POLYNESIAN VOYAGING SOCIETY

Information On Field Trips to the Hokule'a

Location of Canoe: Usually at Koko Marina, Hawaii Kai, or at other locations from time to time. Call to find out where canoe will be at specific dates.

Person To Contact: Gordon Piianaia - 842-8590 or 842-8233
PVS Office (Bishop Museum Grnds) - 841-3966

Days/Hours Available: To be arranged.

Length of Tour: 30-60 minutes depending on size of group.

Group Size: No more than 15 should be aboard canoe at one time. Size of group will vary according to the location of canoe.

Restrictions: An orientation is required before visit. Tour arrangements must be made in advance. Groups may board canoe only when accompanied by a member of PVS.

Is Printed Information Available?: Yes _____ For: Teachers _____
No _____ Students _____
Before Visit _____

What Can Be Observed:

Facilities: The Polynesian voyaging canoe, Hokule'a, which successfully completed a trip from Hawai'i to Tahiti and back this past summer. At times work of maintaining the canoe will be in progress. A visit, if utilized properly, can be a worthwhile experience which can be applied to many areas of instruction.

Activities: Will vary to accommodate age level and group size. Observing-noting different parts of the canoe and how they function; discussion of Polynesian ocean voyaging, navigation techniques, types of food, plants, animals associated with ancient voyaging; looking at charts, maps; handling paddles, steering sweeps; observing other Polynesian artifacts related to voyaging (cordage, sennit, sails, etc.).

POLYNESIAN VOYAGING SOCIETY

HOKULE'A QUESTIONNAIRE

Thank you for letting us serve you. In order to give us a better idea as to what you have been doing or would like us to do in learning more about Hokule'a and ancient voyaging, we would appreciate it if you would take a few minutes to complete this form for us.

School/Organization_____

Date of Visit_____ Number Served_____

Grade and Age Level_____

1 How has this visit been (or not been) beneficial? What aspects were most appreciated--most appropriate for your group?

2 How can Hokule'a be used as an educational aid/tool in supplementing your particular curriculum/area of instruction?

The Polynesian Voyaging Society has available "A Resource Curriculum Guide On Polynesian Voyaging" to be used in conjunction with a set of four books focusing on Polynesian sea voyaging. We hope the guide will be helpful in the study area of things Hawaiian, and we certainly would appreciate any feedback from you on the use of this guide. We are always on the lookout for better ideas, methods, and materials, and hope you will share your comments or criticisms with us. Please return this form to Gordon Piianaia, The Kamehameha Schools, Honolulu, Hawaii 96817.

RESEARCH & DEVELOPMENT

During the early part of April 1977, the Polynesian voyaging canoe Hokule'a investigated navigational and sailing practices that once existed in these waters. This was the Kealaikahiki Trip which was both an educational and research venture sponsored by the Polynesian Voyaging Society.

At this time, what was learned on this short trip is being sorted out. It is hoped that the data collected will be useful on future voyages by the Hokule'a. It is strongly felt by those involved in this venture that the objectives set down in the proposal for the Kealaikahiki Trip (Enclosure 1) were accomplished and the trip was a success(Enclosure 2).

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DOCUMENTS CAPTURED AS RECEIVED

CANOE VISITATIONS

The mission of the Hokule'a was one of being used as a teaching aid or 'floating classroom' during the past year. Canoe visits with commentary and explanation by crew members took place on Oahu, Molokai, Lanai, Hawaii and Kauai. The canoe will have visited all of the Neighboring Islands by the end of this summer.

Community response has been outstanding and all indications show that this type of usage of the Hokule'a should be continued. During interisland trips new crew were introduced to the Hokule'a and this type of practical learning experience should also be continued.

Under the leadership of select individuals, several training workshops were conducted during the year. As an example, Nainoa Thompson conducted sailing and training workshops at the Hawaii-Kai area during certain weekends.

ARTMOBILE

Department of Education

The Artmobile - Department of Education - contracted the Polynesian Voyaging Society to develop a special exhibition on voyaging for presentations to Oahu and possibly other schools on the Neighboring Islands during this past and the next school year.

Under the direction of Rowena Keaka and with the design and planning of Mikilani Ching, the Artmobile was outfitted to reflect the theme of Hokule'a and Polynesian Voyaging. During the second semester of the past school year it visited a number of schools on Oahu. On Kamehameha Day, June 11, 1977, the Artmobile was the center of attraction following the parade. It was open for display at Kapiolani Park and was visited by hundreds of children and adults.

The Artmobile plans to continue its theme the next school year and will be under the direction of Rowena Keaka. The DOE will assume full responsibility for its maintenance and scheduling.

TAPE/SLIDE PRESENTATION

The Education Committee is in the process of producing a tape/slide presentation on the Hokule'a experience and Polynesian voyaging. The script has been completed and the entire package will be available sometime during the next school year. The script is presently being condensed so that the tape/slide presentation will be about a 30-minute presentation.

NATIONAL GEOGRAPHIC FILM

Under the arrangement with the National Geographic Society, five prints of the film "The Voyage of the Hokule'a" were given to the Polynesian Voyaging Society. Since the national television broadcast and the movie screenings last January, the films have been made available on a loan basis to schools and other groups on all Islands.

WORKBOOK ON POLYNESIAN VOYAGING

Under the editorship of Cecilia Lindo, a workbook on Polynesian Voyaging is in progress. This workbook is intended to be used by Hawaiian Studies classes. The completion of this project is targeted for the beginning of the 1977-78 school year.

TAPED GLOSSARIES

Two (2) taped glossaries have been completed by a student in the 3rd-year Hawaiian language class at the Kamehameha Schools. These two tapes will help to enrich the usage of words contained in the glossaries of Books 2 and 3. Tapes will also be made to accompany Books 1 and 4 and the Resource Curriculum Guide.

POLYNESIAN VOYAGING SOCIETY

FINAL REPORT OF THE EDUCATION COMMITTEE 1976 - 1977

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ENCLOSURES

- Speaker's Bureau (Blue)
- Kealaikahiki Proposal (Gold)
- Hōkūle'a Training Program (Green)
- Polynesian Workbook (Pink)
- Hōkūle'a Statewide Journeys (Yellow)

INTRODUCTION

It has been 16 months since the arrival home of Hōkūle'a from Tahiti. During this period of time, the Education Committee has been tasked with a most important role and has undertaken a number of activities and projects directed towards achieving some of the goals of the Polynesian Voyaging Society. Manned by a small contingent of busy, but talented people, the Education Committee certainly proved that the past 16 months was the "Year of Education" for the Polynesian Voyaging Society.

The effort of the Education Committee is an ongoing challenge that hopefully can be carried over to the 1977-78 school year. We can look back and see where we have been successful, or where we need to do more work. As we look ahead, we need to define the future role of the Hōkūle'a, both from the aspect of the canoe's operation and its educational mission.

There is no question that Hōkūle'a has made a dramatic and significant impact, not only on the people of Hawai'i but also with our neighbors in the Pacific and the continental U.S.A. Our challenge is to maintain the momentum and enthusiasm generated up to the present time and insure the continuing use of Hōkūle'a as a dynamic artifact evoking Hawai'i's heritage.

EDUCATIONAL GRANT

The Polynesian Voyaging Society was fortunate to receive a $10,000.00 educational grant from the Kamehameha Schools/Bishop Estate on May 26, 1976. The grant contained specifications and related details which were to be guide lines in developing an educational program. Due to factors which were not anticipated, the Education Committee has not been able to meet all of the specifications of the grant. Our priorities have changed during the past year and we have had to make the necessary adjustments. Factors which have contributed to making changes have included: 1) availability of manpower and human resources devoted solely for education program development; and, 2) logistical and weather constraints, coupled with a reliable core crew, in moving and establishing Hōkūle'a as a "floating classroom" for all Islands.

With gratitude and appreciation to the sponsors of the educational grant, we can humbly attest that without this grant the success level of the Polynesian Voyaging Society and the Education Committee would not have been possible. The generosity of the grant has enabled us to provide activities, programs, and work on projects that have benefitted the educational experiences of school-age children, and other community target audiences throughout the State of Hawai'i.

Breakdown of the $10,000 Grant

		Expenses	Income
1.	Salaries	$ 5,878.22	-
2.	Supplies	475.79	-
3.	Material Development	427.90	-
4.	DOE-Artmobile	2,020.60	$ 2,500.00
5.	Research-Development	500.00	-
		(-) $ 9,302.51	(+) $ 2,500.00

$10,000.00	(KS/BE Educational Grant)
- 9,302.51	(Expenses)
$ 697.49	(Sub Total)
+ 2,500.00	(Income from DOE-Artmobile)
$ 3,197.49	TOTAL/BALANCE IN EDUCATIONAL FUND

EDUCATION COMMITTEE ORGANIZATION

Polynesian Voyaging Society
Board of Directors

CHAIRMAN
Education Committee

BOOK PROJECT	CURRICULUM DEVELOPMENT	CURRICULUM FIELD TESTING/EVALUATION	SPEAKER'S BUREAU	RESEARCH & DEVELOPMENT
All Targets - Distribution - Marketing - Longrange production	Elem.(K-6)/Sec.(7-12) - Confirm - Refine - Back to production	Educational Targets (DOE/Non-DOE) - Acceptance from Curr. Dev. - Policies & procedures - Information sharing . District . State . Bishop Museum . Artmobile . U.H. - Cont. Ed. . Sea Grant . others -	All Targets - Presentations - Workshops - Canoe visits - Consultation	Selected Targets - Sail efficiency - Navigation - Astronomy - Crew selection - Crew training - Interisland and short trips - Canoe performance

BOARD OF DIRECTORS, PVS

CANOE COMMITTEE
- Canoe scheduling
- Captain selection
- Canoe safety
- Maintenance/repairs

EDUCATION COMMITTEE
- Coordinate with DOE/non-DOE schools & community
- Implement educational schedule with canoe schedule & movement

OUTLINE OF THE EDUCATION COMMITTEE

The following is a breakdown of the Education Committee and its subcommittees.

. Fred Cachola - Chairman of the Education Committee.

1. Book Project (Children's Books) - Nancy Mower.

2. Curriculum Development - Sigfried Ramler.
   a. Elementary - Cecilia Lindo and Carolyn Togerson.
   b. Secondary - Nani Lyman

3. Curriculum Testing/DOE Liaison - Gordon Piianaia.

4. Material Products - Committee Members.

5. Research and Development - Gordon Piianaia and Maka'ala Yates.

Objectives

Immediate:

1. Book sales and use - Nancy Mower and Cecilia Lindo.

2. Feedback from teachers on the 'Children's Books' and 'Guide' - Nancy Mower and Cecilia Lindo.

3. Field trips to canoe (all Islands) - Gordon Piianaia.

4. Speakers (all Islands) - Nani Lyman.

5. Creation and duplication of slides and tapes to be used in schools - Fred Cachola.

6. Duplication and dissemination of voyage documents and logs of Hōkūle'a -

Intermediate and Future:

1. Creation and duplication of instructional materials related to segments of Polynesian voyaging (food, lauhala sails, astronomy, charts, etc.) - Nani Lyman and Fred Cachola.

2. Workshops - 2
   a. Kualoa, O'ahu - Nani Lyman
   b. Neighbor Islands -

3. Research and Development - Maka'ala Yates and Gordon Piianaia.
   a. Test the Kealaikahiki route
   b. Determine most efficient sail angles

4. More books to be published -

5. Catalog and Inventory -

* * * *

DOCUMENTS CAPTURED AS RECEIVED

BOOK PROJECT COMMITTEE REPORT

The four books and the Resource Curriculum Guide were completed at the end of October, 1976. These publications are currently being used in over 150 schools in the State of Hawai'i and in schools in Indiana, California*, Delaware, Washington and Vancouver, B. C. Over 3,000 of the originally printed 5,000 books have been sold. The Resource Curriculum Guide (1,000 books) has sold out and is currently being reprinted.

The State Library RUSH list approved all books and gave the Resource Curriculum Guide a "highly recommended" status. In addition, letters have expressed favorable reaction to the books and guide. Likewise, numerous phone calls from individual teachers and others have commented on the value of the books and guide.

The National Education Association has solicited an article on the series for Today's Education, the NEA Journal. This has been written by Nancy Alpert Mower, the book editor, and Mahealani Pescaia, a member of the NEA, who has been using the books and guide in a classroom situation.

The Association for Early Childhood International has requested the editor to speak about the books and other Polynesian Voyaging Society educational projects at their annual conference in March of 1978.

In February the editor and others attended Instructional Materials Exhibits and Teacher Institute Days on O'ahu and the Neighboring Islands. Books were displayed and orders taken from interested teachers. These trips were paid for by the Education Committee.

Favorable publicity has been given to the Book Project in Honolulu magazine and in an article by Lois Taylor of the Honolulu Star-Bulletin. Individual writers and illustrators have discussed the series on KCCN Radio and a number of television programs.

Part-time help was hired during the year to help solicit commercial orders for the books and to contact business firms and create further publicity.

* California school system have books on approved list for use in their Hawaiian studies unit at the Elementary level.

The following business firms have ordered books either for themselves or as donations:

First Savings and Loan
World Wide Factors, Inc.
Halekulani Hotel
Island Holidays
Hawaii Library Binding Services
Pepsi-Cola/Seven-Up Bottling Company
Western Airlines
Hemmeter Investment Company
Dillingham Corporation
Trade Publishing Company
Castle and Cooke

The following commercial outlets are selling the books:

Liberty House
Honolulu Book Shops
Holiday Mart Super Foods
Sears, Roebuck & Company
Bishop Museum Gift Shop
Hana Maui Gift Shop
Kauai Museum Gift Shop
Princess Book Shop, Sugar Mill
Polynesian Cultural Center
Hawaii Geographic Society
Hawaii Mission Children's Society
Whole Earth Book Store
Honolulu T.H.
Lahaina Bookstore
Intercontinental Stores
The Sea Chest, Sea Life Park
Suzanne Frojas, Awapuhi, Kauai

- In addition, Mid-Pacific Book Distributors in Hilo have purchased 100 sets of books for distribution to book and gift shops on the Islands of Hawaii and Maui.

SPEAKER'S BUREAU REPORT

During the past school year the Polynesian Voyaging Society was able to service a large number of students in Hawai'i's schools via the Speaker's Bureau. Members of the crew spent countless hours making presentations. These presentations have utilized films, slides, models and other audio and visual materials. In addition, an overview of Polynesian Voyaging and the Hōkūle'a was presented to many community groups and organizations.

The scheduling of schools and community groups has been an ongoing process which has resulted in an avalanche of requests for presentations. The large number of requests exceeded our capacity to make classroom presentations when requested. However, the number of requests do indicate that Hōkūle'a has had a lasting effect on the people of Hawai'i. The Speaker's Bureau has had a successful year and the requests for presentations for the present school year are coming in but cannot be met with the present manpower situation.

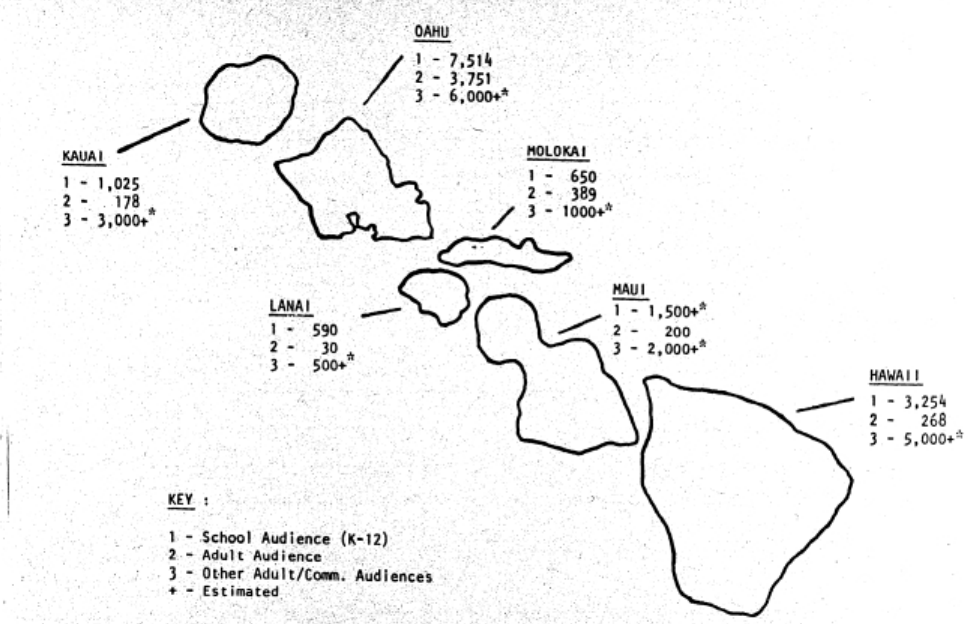
Enclosure 1 shows the totals for target audiences that the Speaker's Bureau was able to service last school year. The total figure shown only represents about 80% of all figures recorded and do not reflect any onboard visitations to the Hōkūle'a. Also represented are target audiences serviced on the Neighboring Islands.

Target Audience Figures*

Total Elementary Audience	= 6,369
Total High School (+ Interm) Audience	= 6,094
Total College/University Audience	= 370
Total Community/Organization Audience	= 3,908
Total School (K-12) Audience	= 12,463
Total Adult Audience	= 4,746
Total Audience (all ages)	= 17,209

*During the summer Hōkūle'a visited the neighboring islands of Hawai'i, Maui, Lāna'i, Kaua'i and Moloka'i. Crew members estimate servicing an estimated minimum of 15,000 youngsters and adults during this period.

Target Audience Figures by Island



SPEAKER'S BUREAU LOG

NAME	ELEM(students/adults)		H.S.(students/adults)		COLL/UNIV.	COMM./ORGANIZATIONS
WAIAKEA INTER.			29	1		
ST. JOSEPH'S INTER.			280	10		
U.H. HILO						45
PAHOA SCHOOL CLASS			45	2		
E. MAKAALA SCHOOL	13	1				
KALANIANAOLE SCHOOL	58	2				
KAPIOLANI SCHOOL	130	9				
PAHOA INTER.			50	10		
WAIAKEA SCHOOL	60	2				
PAHOA SCHOOL	66	4				
HILEI DAY CARE	22	7				
PAHOA ELEM	60	3				
WAIAKEA INTER.			47	2		
PALISADES ELEM	150	6				
KAAHUMANU ELEM	112	4				
MANOA ELEM	100	4				
KAIULANI ELEM	64	3				
U.H.-HIST. OF HAWAII					83	
TOTALS	835	45	451	25	83	45

SPEAKER'S BUREAU LOG

NAME	ELEM(students/adults)		H.S.(students/adults)		COLL/UNIV.	COMM./ORGANIZATIONS
NAVAL RESERVES ASSO.						88
HIST. & HUMANITIES GRP.						64
OPTOMERTRIST CONVENTION						1000
KAMEHAMEHA ELEM	100	4				
HANA GRP.			20	5		
NERA ASSO.						140
DE SILVA ELEM	44	1				
HAAHEO ELEM	63	2				
HONOKAA HIGH SCHOOL			16	2		
KEAAU ELEM	360	12				
HILO VISITIORS						46
HILO HIGH HAW'N CLASS	45	12				
WAIAKEA WAENA ELEM	60	8				
NAALEHU KIND.	75	7				
KAUMANA ELDERLY DAY CNT.						21
CHRIST LUTHERAN SCHOOL	75	8				
DE SILVA SCHOOL	117	4				
HILO HIGH SCHOOL			150	5		
TOTALS	939	58	186	12		1359

SPEAKER'S BUREAU LOG

NAME	ELEM(students/adults)		H.S.(students/adults)		COLL/UNIV.	COMM./ORGANIZATIONS
WAIMEA ELEM	37	2				
WAIMEA HIGH SCHOOL			55	1		
KEKAHA ELEM	43	1				
WILCOX ELEM	110	4				
KAPAA ELEM	120	5				
ELEELE ELEM	53	2				
KAUMAKANI ELEM	65	3				
KAPAA HIGH SCHOOL			227	2		
KALAHEO ELEM	31	1				
KOLOA ELEM	44	2				
KAUAI HIGH SCHOOL			90	1		
WAIALAE ELEM	103	5		--		
CENTRAL INTER.			120	4		
WAIPAHU INTER.			211	7		
HAWAII BAPTIST ACADEMY			240	6		
HIGHLANDS INTER.			360	12		
KAALA ELEM	240	8				
HOLY FAMILY SCHOOL	40	2				
TOTALS	886	35	1303	33		

SPEAKER'S BUREAU LOG

NAME	ELEM(students/adults)		H.S.(students/adults)		COLL/UNIV.	COMM./ORGANIZATIONS
MAUI HIST. SOCIETY						150
OAHU STATE PRISON						60
SALVATION ARMY			20	4		
WAIKIKI BUS. WOMEN						50
KAPALAMA ELEM SCHOOL	120	6				
NOELANI ELEM SCHOOL	170	10				
PUNAHOU-5TH & 6TH GRADES	412	18				
SCOTT ELEM SCHOOL	122	4				
KAAAWA ELEM SCHOOL	54	2				
HAUULA ELEM SCHOOL	76	3				
MAKAHA ELEM SCHOOL	115	4				
KOKO HEAD ELEM SCHOOL	140	4				
MAILI ELEM SCHOOL	120	4				
NANAIKAPONO ELEM SCHOOL	186	8				
WAIANAE ELEM SCHOOL	180	7				
KAILUA INTERMEDIATE			1412	18		
ENOA TOURS						30
NANAKULI COMM. ASSO.						62
TOTALS	1695	70	1432	22		352

SPEAKER'S BUREAU LOG

NAME	ELEM(students/adults)		H.S.(students/adults)		COLL/UNIV.	COMM./ORGANIZATIONS
HAWAII PREP ACADEMY	20	2				
KALANIANAOLE ELEM	64	2				
PAAUILO ELEM	23	1				
LAUPAHOEHOE ELEM	27	1				
KEAUKAHA ELEM	22	1				
ST. JOSEPH ELEM	77	2				
ST. JOSEPH HIGH			40	1		
MT. VIEW ELEM	29	1				
KEAAU ELEM	55	2				
HILO HIGH SCHOOL			300	2		
DE SILVA ELEM	45	2				
KAUMANA ELEM	27	1				
KAPIOLANI ELEM	90	3				
HILO UNION ELEM	99	3				
WAIAKEAWAENA ELEM	105	5				
PAHOA ELEM	75	3				
PAHOA HIGH SCHOOL			40	2		
WAIAKEA ELEM	94	3				
TOTALS	852	32	380	5		

SPEAKER'S BUREAU LOG

NAME	ELEM(students/adults)		H.S.(students/adults)		COLL/UNIV.	COMM./ORGANIZATIONS
PEARL HARBOR ROTARY						176
PUNAHOU ALUMNI ASSO.						424
WAIMANALO COMM. ASSO.						32
MASONICS						50
CENTRAL UNION ASSO.						54
NANAKULI HIGH SCHOOL			150	2		
KAUNAKAKAI ELEM	118	14				
MAUNALOA ELEM	116	11				
KILOHANA ELEM	103	22				
MOLOKAI MISSION	16	3				
KAUNAKAKAI HIGH SCHOOL			220	6		
KUALAPUU ELEM	77	14				
MOLOKAI COMM.						200
HUI HAWAII O MOLOKAI						89
HUI ALALOA						30
KOHALA ELEM	58	2				
KOHALA HIGH SCHOOL			40	1		
WAIMEA ELEM	59	2				
TOTALS	547	68	410	9		1055

SPEAKER'S BUREAU LOG

NAME	ELEM(students/adults)		H.S.(students/adults)		COLL/UNIV.	COMM./ORGANIZATIONS
KAMEHAMEHA SCHOOLS			300	6		
KAMEHAMEHA SCHOOLS			112	1		
PHILATELIC SOCIETY						25
PUNAHOU TEACHERS						35
HUI IMI NA'AU'AO						35
FORUM SYMPOSIA COM.						40
ST. FRANCIS HIGH SCHOOL			60	2		
OLOMANA HOME-GIRLS			15	2		
YWCA WOMEN'S GROUP						60
ROOSEVELT HIGH SCHOOL			90	2		
ROOSEVELT HIGH SCHOOL			60	2		
YMCA BOY'S GROUP				--		15
MANANA ELEM SCHOOL	125	4				
NIMITZ ELEM SCHOOL	250	6				
PUNAHOU-8TH GRADE			350	8		
S.S. MONTEREY						50
KAUAI HIST. SOCIETY						150
KAUAI HIGH SCHOOL			150	4		
TOTALS	375	10	1137	27		410

SPEAKER'S BUREAU LOG

NAME	ELEM(students/adults)		H.S.(students/adults)		COLL/UNIV.	COMM./ORGANIZATIONS
U.H. LAB SCHOOL	240	10				
MARINE SCI. TEACH. INST.						30
PROPELLER CLUB						45
BUDDHIST INST. SEM.						20
LIONS CLUB						50
INT. ELECT. ENGINEERS						40
ARCHI. VB. ORGAN.						15
MAUI ROTARY CLUB						40
HAWAII KAI ROTARY						30
U.H.-HAW'N HISTORY					142	
PRINCE KUHIO C.C.						50
HAWAII SCHOOL FOR GIRLS			200	5		
COAST GUARD ASSO.						40
KAMEHAMEHA-HIGH SCHOOL			120	2		
HUI MANAOLANA						35
U.H.-HAW'N CLASS						42
ARCADIA MEN'S CLUB						35
ARCHITECT'S SOCIETY						50
TOTALS	240	10	320	7	142	522

SPEAKER'S BUREAU LOG

NAME	ELEM(students/adults)	H.S.(students/adults)	COLL/UNIV.	COMM./ORGANIZATIONS
1st UNITED METHODIST				75
CENTRAL INTER.		300		
KALAHEO HIGH (UH Class)			40	
HAW'N MISSION ACAD		150		
SOC. STUDIES WKSHP.				40
CALIF. MARIT. ACAD.			100	
RUSSIAN SHIP				50
KAILUA HIGH		25		
TOTALS		475	140	165

DOCUMENTS CAPTURED AS RECEIVED

CANOE VISITATIONS

The mission of the Hōkūle'a was one of being used as a teaching aid or 'floating classroom' during the past year. Canoe visits with commentary and explanation by crew people took place on all Islands. The Hōkūle'a will have visited all of the Neighboring Islands by the end of this summer.

Community response has been outstanding and all indications show that this type of usage of the Hōkūle'a should be continued. During the interisland trips new crew were introduced to the Hōkūle'a and this type of practical learning experience should be continued.

Under the leadership of select individuals, several training workshops were conducted during the year. As an example, Nainoa Thompson conducted sailing and training workshops at the Hawaii-Kai area during certain weekends. (See 'Hōkūle'a Training Program')

ARTMOBILE - DEPARTMENT OF EDUCATION

The Artmobile contracted the Polynesian Voyaging Society to develop a special exhibition on voyaging for presentations to schools on O'ahu, and possibly other schools on the Neighboring Islands during this past and the next school year.

Under the direction of Rowena Keaka, and with the design and planning of Mikilani Ching, the Artmobile was outfitted to reflect the theme of Hōkūle'a and Polynesian voyaging. During the second semester of the past school year the Artmobile visited a number of schools on O'ahu. On Kamehameha Day, June 11, 1977 the Artmobile was the center of attraction following the parade. It was open for display at Kapiolani Park and was visited by hundreds of children and adults.

The Artmobile plans to continue the same theme the next school year and will be under the direction of Rowena Keaka, Specialist with the DOE. The DOE will assume full responsibility for its theme, including maintenance and scheduling for the year. (The above is presently being carried out as proposed.)

HOKULE'A TRAINING PROGRAM

by

Nainoa Thompson

THREE DIVISIONS:

1. Pre-Sail Orientation
2. Rigging and Preparation for Sail
3. Sailing

* * * * * * * * * * *

1. Pre-Sail Orientation - for people not familiar with sailing on the Hōkūle'a.

- Assemble on Hōkūle'a
- Passed out handouts on basic theory on sailing in general and specifically in regards to sailing the Hōkūle'a
- Took crew through quick excursion of the canoe covering the areas of

    a. compartments
    b. holds
    c. hulls
    d. both sails
    e. types of sweeps
    f. steering blads and steering compartments

* Went into a more detailed but still basic discussion of sailing Hōkūle'a by assigning the crew to 5 official stations.

A. Stations 1 and 2: front and back sails. Cover the various parts, their function, and what material they were made of -

    a. mast
    b. mast step
    c. spar
    d. boom
    e. mast head

    Lines -

    a. stays
    b. shrouds
    c. halyards
    d. triesting
    e. sheets

    Sail -

    a. design
    b. purpose and effectiveness

B. Station 3: steering sweep.

a. its construction (material) and how rigged
b. purpose
c. effectiveness (what is it doing to the canoe)
d. when to use the sweep
e. how to operate it
f. what are its dangers

C. Station 4: steering blade.

a. its construction (material) and how rigged
b. purpose
c. effectiveness (what is it doing to the canoe)
d. under what conditions is it used
e. how to operate the blade within the steering compartment
f. what are its dangers
g. how to use it to supplement the steering sweep

D. Station 5: duties on canoe (a more detailed inspection).

a. pumping compartments/hulls
b. fishing
c. storage of food, water, supplies, equipment
d. 'iakos and lashings/rigging
e. railings
f. towlines
g. anchor and anchor lines
h. man overboard procedures
i. positioning to avoid accidental jibe dangers

Short Discussion on:

1. Maneuvering

a. come about
b. jibe (gybe)

2. Changing direction in respect to wind and swell

a. changes in sail setting
b. changes in steering method
c. performance of canoe
d. description and performance of Hōkūle'a in

. close reach
. beam reach
. broad reach
. running free

2. Rigging and Preparation for Sail

- Assembling of crew
- Raising of sails
- Tying of lines
- Dropping of sails and triesting of sails to make sure operable
- Preparation of steering equipment
- Storage of food, water, safety equipment and medical kit so that everyone knows where these things are
- Organizing crew by dividing them up into 5 groups, one for every station
- PULE

3. Sailing

- Day sail for practical experience, possibly leading to longer or interisland trips

. At each of the 5 stations would be a crew person from either one of the voyages to or from Tahiti to do the instruction of that particular station. The material covered was basically what each instructor felt like teaching.

. The crew was at one particular station to receive instruction similar to the format given the the Pre-Sail Orientation but much more detailed and also actually doing it.

. Each group is rotated after spending approximately 1/2 hour at each station and completing a maneuver (either coming about or gybing) and setting the canoe on its new 'tack'.

. It was also ATTEMPTED but not really possible to have the canoe change its direction in respect to the wind and swell direction under the categories of 'close reach', 'beam reach', 'broad reach', and 'running free' to show the changes in sail setting and steering methods and techniques.

Bringing Canoe Back to Dock: Each group remains at assigned station except for group on Station 5 who prepare mooring lines.

. Whole crew participates in dropping sails, taking care of equipment, and cleaning Hōkūle'a.

TAPE/SLIDE PRESENTATION

The Education Committee is in the process of producing a tape/slide presentation on the Hōkūle'a experience and Polynesian voyaging. The script has been completed and the entire package hopefully will be available sometime during the next school year. The script is presently being condensed so that the tape/slide presentation will be about a 30-minute presentation that can be utilized within the classroom.

A number of tape/slide sets are envisioned so that more teachers will be able to supplement their studies of things Hawaiian, especially the resource curriculum guide on Polynesian voyaging that was developed by the PVS.

NATIONAL GEOGRAPHIC FILM

Under the arrangement with the National Geographic Society, five prints of the film "The Voyage of the Hōkūle'a" were given to the Polynesian Voyaging Society. One of the prints was presented to the Kamehameha Schools/Bishop Estate from the Polynesian Voyaging Society.

Since the national television broadcast and the movie screenings last January, the films have been made available on a loan basis to schools and other organizations on all Islands.

Two other films are also available from the Polynesian Voyaging Society. One is the "Launching of the Hōkūle'a" at the Kualoa area, and the other is "The Coming of the Polynesians" which was donated by George Tahara. The first is a 30-minute film of which the PVS has a number of copies; the latter is a 10-minute film. The PVS should obtain one more copy of the 10-minute film because of the demand for it.

DOCUMENTS CAPTURED AS RECEIVED

WORKBOOK ON POLYNESIAN VOYAGING

Under the editorship of Cecilia Lindo, a workbook on Polynesian Voyaging is in progress. This workbook is intended to be used by Hawaiian Studies classes. The completion of this project is targeted for the 1977-78 school year. (See 'Polynesian Voyaging Workbook' enclosure)

TAPED GLOSSARIES

Two (2) taped glossaries have been completed by a student in the 3rd-year Hawaiian language class at the Kamehameha Schools. These two tapes will help to enrich the usage of words contained in the glossaries of Books 2 and 3. Tapes will also be made to accompany Books 1 and 4 and the Resource Curriculum Guide.

POLYNESIAN VOYAGING WORKBOOK

The following enrichment activities have been suggested for inclusion in the activity/workbook being put together by members of the Education Committee and PVS. The majority of the items/articles to be included have been classroom tested with positive results. This workbook will be a compilation of tested materials and will provide a valuable source of information for both teachers and students.

1. Principal Hawaiian Islands; Tracks (routes) of Hōkūle'a's Journey; Place Names - Nani Lyman.
2. Pacific Currents and Winds; Islands (include Hawai'i, Marquesas, Society Islands - Tahiti, Tuamotus, Tonga, New Zealand, Easter Island and Samoa - Nani Lyman.
3. Map with Hawaiian Islands (dots and no names) and Continents (with names) - Cecilia Lindo.
4. Maps with news articles tracing positions of Hōkūle'a - Nani Lyman.
5. Star Maps/Charts - Nani Lyman.
6. Map of Society, Tuamotu and Marquesas Islands with names and the route to Mataiva included - Nani Lyman.
7. Map of Tahiti (Papeete) - Nani Lyman.
8. Modify illustrations and explanations that depict 8 versions of steering by stars and seas (from the National Geographic Magazine - Herb Kane's drawings) - Cecilia Lindo.
9. Outrigger (simple illustrations and explanations) - Rowena Keaka.
10. Double hulled canoe (illustrations and explanations) - Rowena Keaka.
11. Hōkūle'a and parts of the canoe (see 'Teacher's Guide') - Cecilia Lindo.
12. Tools to build canoes - Rowena Keaka.
13. Equipment used on canoes - Cecilia Lindo.
14. Sennit making (different fibers) - Rowena Keaka.
15. List of plants brought to Hawai'i to include illustrations and explanations - Rowena Keaka and Cecilia Lindo.

16. Preparation of dried foods for voyaging (use Paige Barber's article) - Cecilia Lindo.

17. Ancient Hawaiian navigation by Homer Hayes (check with Homer to modify if necessary) - Cecilia Lindo.

18. Polynesian and Western sailing with drawings and simplified explanations - Dave and Nani Lyman.

19. Photographs of canoes, etc. - Nani Lyman.

20. Songs of Hōkūle'a - Cecilia Lindo.

21. History of Hōkūle'a - Cecilia Lindo.

22. Creative activities (questions, wordfinds, timeline, etc.) - Cecilia Lindo.

23. Foreward - Kenneth Emory.

24. Roots (Geneology sheet) - Cecilia Lindo.

25. Exercises for 'Children's Books' - Nancy Mower.

26. Pacific Ocean - Cecilia Lindo.

DOCUMENTS CAPTURED AS RECEIVED

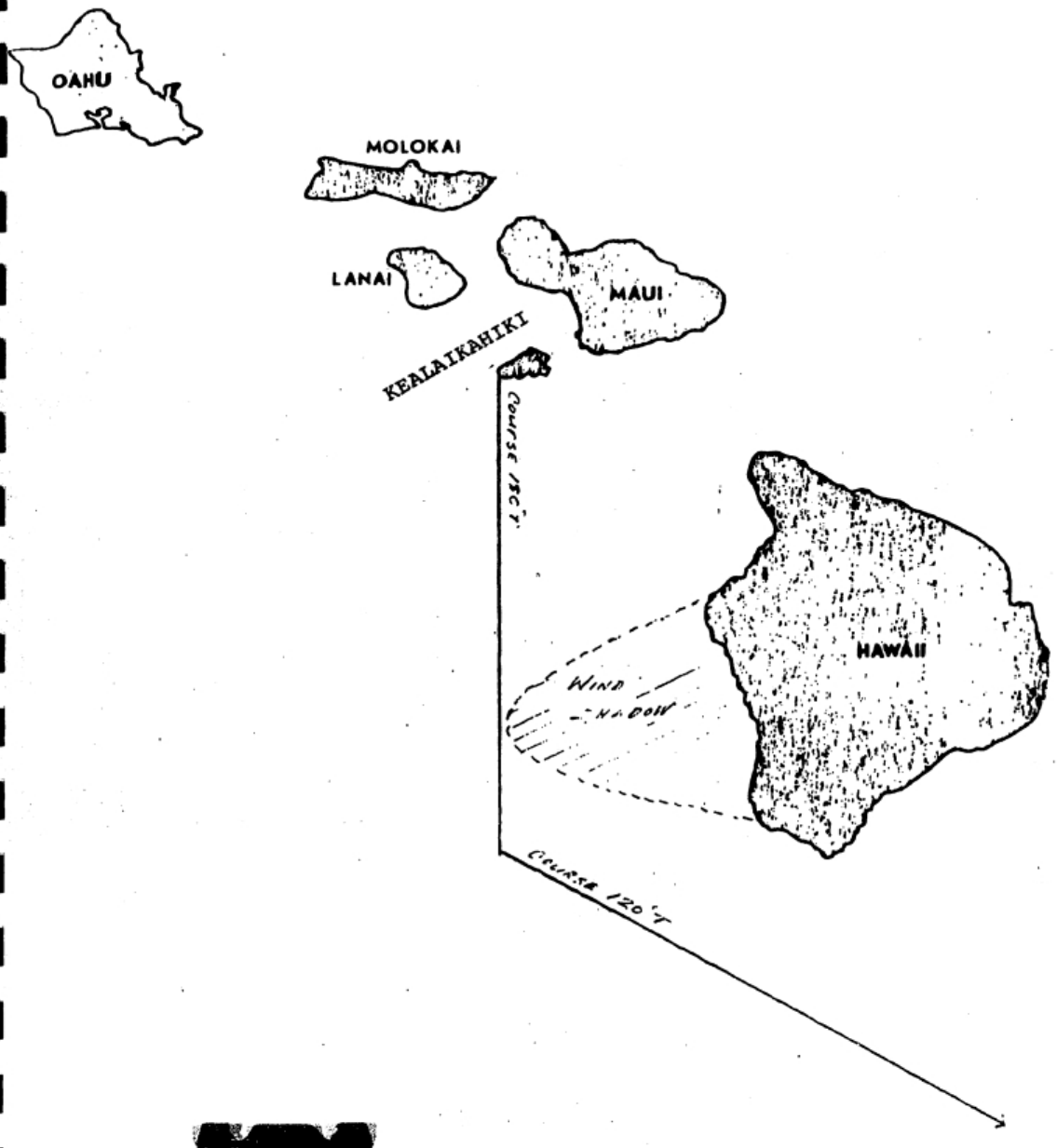
RESEARCH AND DEVELOPMENT

During the early part of April 1977, the Polynesian voyaging canoe Hōkūle'a investigated navigational and sailing practices that once existed in these waters. This was the Kealaikahiki Trip which was both an educational and research venture sponsored by the Polynesian Voyaging Society.

All the data collected has not been made available at this time. Hopefully, time and money will permit the findings of the short trip to be collected and written down in a formal manner that will be available and useful for future voyages by the Hōkūle'a. It is strongly felt by those involved in the venture that the objectives set down in the proposal for the Kealaikahiki Trip were accomplished and the trip was a success.

(See 'Kealaikahiki Proposal' enclosure)

KEALAIKAHIKI



DOCUMENTS CAPTURED AS RECEIVED

POLYNESIAN VOYAGING SOCIETY

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KEALAIKAHIKI

During the early part of April 1977, the Polynesian voyaging canoe Hōkūle'a will further investigate navigational and sailing practices that existed in these Islands at one time. This short journey will be both an educational and scientific endeavor sponsored by the Polynesian Voyaging Society.

By sailing Hōkūle'a down the Kealaikahiki Channel (located between Lāna'i and Kaho'olawe) and then heading south of the Big Island, we hope to show that this journey of nearly 10 days is a more logical departure route than that taken by Hōkūle'a on its historic voyage last summer. It is a route that is also closer to traditional information we have in regards to long canoe voyages from Hawai'i to Tahiti.

The channel between Lāna'i and Kaho'olawe and the west point on Kaho'olawe both carry the name Kealaikahiki. Tradition tells us that these names were applied after one La'amaikahiki departed from Kaho'olawe and set sail for Tahiti. We hope that this journey will put to rest any questions that may arise in regards to the names Kealaikahiki.

Navigation will be non-instrumental and steering will be done by the stars at night and the sun, swells and wind during the day. Documentation will be done by an instrumental team so that data collected and gathered can be further researched after the trip is over.

Canoe performance will also be tested and sail efficiency will be experimented with during the sail back to Honolulu. We will continue to experiment in these areas so that the next long voyage from Hawai'i to Tahiti will be better prepared and provided for prior to departure.

BICENTENNIAL VOYAGE OF REDISCOVERY
HOE AKU I KA WA'A

Proposal

We cannot escape the impact of Hōkūle'a upon us now that the re-enactment of an ancient voyage has been completed. It does not definately prove that such voyages were made, but it does show the strong possibilities of them being accomplished prior to Capt. Cook's arrival in these waters. If we can realize the role of the Polynesian in the Pacific, then we can surely see that such voyages were within his capabilities. If we could somehow measure his abilities, then perhaps we would better appreciate the Polynesian and his canoe in his Pacific realm. As long as we think in 'Western' ways we will not fully appreciate the Polynesian in the Pacific and there will always be those who 'doubt'.

The voyage of the Hōkūle'a from Hawai'i to Tahiti entailed sailing hard on the wind for the first few days of the trip. If this point of sail was to test Hōkūle'a's windward ability, then it has shown that this capability does exist. However, was not this type of testing carried on during 'sea trials' and inter-island trips? Why was this knowledge not put to use on the Hawai'i to Tahiti trip? If anything, the choice of the departure route has pointed out that the type of sailing encountered by Hōkūle'a and crew those first few days will always be wet, uncomfortable and slow. This is certainly nothing new for those who go to sea.

Was the 'easting' necessary to reach Tahiti that crucial to the overall results of the trip that local traditions were tossed aside? The northern route taken by Hōkūle'a gives hint of suspect as to whether or not 'easting' could have been gained by taking some other route.

There is no doubt that a departure down Kealaikahiki would have been more in line with tradition. Yes, traditions that have been passed down orally are sketchy, but they remain sketchy unless someone can test them. We had the opportunity to test the Kealaikahiki tradition but did not take advantage of it. Sailing down Kealaikahiki would have added something Hawaiian to the trip. It would have also perhaps given us some insight as to why the channel and point on Kaho'olawe are named Kealaikahiki.

Proposal

ROUTE

The route will involve sailing Hōkūle'a between Lāna'i and the west coast of Kaho'olawe. Departure will be Kealaikahiki Pt. on the west end of Kaho'olawe. Hōkūle'a will be sailed on a southerly course to avoid the wind shadow of the Big Island. Weather and wind permitting, it is hoped that Hōkūle'a can sail closer to the Kona side of the Big Island. A 'kona' wind would be beneficial in getting around the southern end of the Big Island, but we will just have to see what we will encounter out at sea.

Once clear of the wind shadow, Hōkūle'a will be sailed on a SE'ly course to gain the 'easting' necessary to reach the Society Islands. It is not necessary to reach any defined point on this course as we can show that it is possible to gain the 'easting' needed by using instrumental aids and plotting out a 'dead reckoning course'.

The return portion of the trip is presently open to suggestions. One proposed suggestion is that Hōkūle'a be sailed to Hana, Maui for a 2-week period under the supervision of Sam Kalalau. Then, following the 2-week period at Hana, Maui, Hōkūle'a can be sailed to the Big Island under the supervision of Shorty Bertleman. Otherwise, the plan is to return Hōkūle'a back to O'ahu.

CALENDAR/TIME TABLE

The tentative schedule is to depart O'ahu the evening of the 1st of April and sail (or power) to Lāna'i. The 2nd of April will be spent on Lāna'i. The canoe can be opened to the public for visitations. That evening will be spent studying the stars and departure will be sometime the next day.

The 1st of April has been scheduled for this trip, as this was the proposed departure date for the Hawai'i to Tahiti trip in 1976. This is also during the Easter break and some crew people will be on vacation during this period and will be available to make the trip.

Proposal

HISTORICAL VALUE

Tradition relates that La'amaikahiki lived on the west coast of Kaho'olawe until he sailed for Tahiti. It is said that this is the reason why the channel to the west of the island of Kaho'olawe (southeast of Lāna'i) is called Kealaikahiki (The Path to Kahiki).

We do not know of any tradition telling, upon taking departure from the Hawaiian Islands, of a northerly route that goes north of Maui and Hawai'i and then south to Tahiti. The lack of oral tradition does not rule out such a possibility in the past, but logically such a route is hart to consider as being within the limits of what we today refer to as 'good seamanship'.

By sailing Hōkūle'a down Kealaikahiki Channel the following can possibly be accomplished:

1. That this proposed short trip is a more logical departure route for sailing from Hawai'i to Tahiti. Though many departure points and routes may have been used, this proposed track is closer to traditional information we have in regards to long voyages to Tahiti.

2. By sailing the proposed track, and picking up a point on the track of Hōkūle'a from this past summer, that this is a shorter or possibly quicker route to sail to Tahiti from Hawai'i.

3. The 'easting' necessary to reach Tahiti can still be gained but will be more gradual.

Proposal

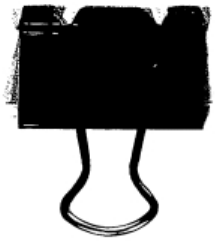
CANOE PERFORMANCE

Hōkūle'a has been sailed thousands of miles under varying conditions. During these short and long trips, canoe performance has always been noted and observed. Further observation of canoe performance can be accomplished on this proposed trip.

By sailing Hōkūle'a down Kealaikahiki Channel the following can be accomplished:

1. That not only can further work be done in regards to canoe and sailing performance, but that Hōkūle'a is a well-designed sailing canoe and capable of being sailed on the proposed track to gain the necessary 'easting' needed to complete a long voyage from Hawai'i to Tahiti.

2. That by sailing on the proposed track, Hōkūle'a is a smoother sailing canoe and provides a more stable and comfortable platform for a crew departing on a long voyage. On the trip to Tahiti, Hōkūle'a sailed close to the wind, which made for a wet and uncomfortable departure, during the first week out at sea. As we gain more information on canoe performance, future trips to Tahiti can possibly avoid a northerly route.



Proposal

NAVIGATION

The navigational feat successfully accomplished by Hōkūle'a's navigators on the Tahiti trip has aroused a tremendous amount of interest in non-instrumental navigation.

On this proposed trip, Hōkūle'a will be navigated without the use of any modern navigational instruments. Any modern instruments carried aboard (sextant, chronometer, etc.) will be used solely to denote when and where Hōkūle'a has crossed its old track. Otherwise, the presence of modern instruments or equipment carried on the canoe will be used for documenting the trip and for the collecting of data.

At no time during the trip will the non-instrumental navigation be interfered with or hindered by the aid or use of modern navigational instruments. All recommended courses or changes will be derived by the use of non-instrumental navigation. Actual daily positions will be recorded by the use of modern navigational instruments.

By sailing Hōkūle'a down Kealaikahiki Channel the following can possibly be accomplished:

1. That on a short trip, Hōkūle'a can be safely sailed without using any modern navigational instruments.

2. That there are seafaring individuals of Hawaiian ancestry who have the capability and local knowledge to successfully navigate Hōkūle'a as proposed.

3. That knowledgeable and experienced Hawaiians should be sought out for future endeavors. The successful Tahiti trip was navigated by a Micronesian, Tahitian and New Zealander.

4. That preparation, training and existing knowledge, material or immaterial, in navigating Hōkūle'a (or any other vessel) without using modern instruments is vital to the success of any trip.

5. That interest in non-instrumental navigation has been aroused and the Polynesian Voyaging Society should sponser sessions or workshops relative to this practice in the future.

Proposal

CREW

On the trip to Tahiti and back home to Hawai'i a criteria of having surfers or canoe paddlers was established. On this trip the same kind of consideration can be given when selecting the crew. However, the bulk of the crew will consist of experienced seagoing individuals over others. Hopefully, enough ocean-experienced Hawaiians will want to make this trip. Another consideration will be Polynesian Voyaging Society members who did not make the long Tahiti trip. Final selection naturally falls upon the Board of Directors of the PVS.

Like any other voyage, long or short, compatability will be desired. In addition, roles will be defined so that all crew members will have added duties besides standing their watches.

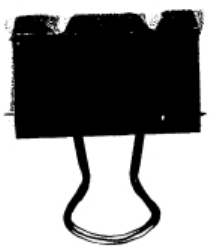
By sailing Hōkūle'a down Kealaikahiki Channel the following can possibly be accomplished:

1. That there are seafaring Hawaiians who are experienced to make long trips out at sea.

2. That seafaring types are more attuned to and adjust better out at sea, although this is not always so. There are individuals who make the adjustment easily.

3. That compatability, maturity, experience, self-discipline, responsibility, etc. are important in the success of any voyage.

4. That the Hōkūle'a should be continued to be used as a teaching platform for individuals whenever possible.



Proposal

FOOD REQUIREMENTS

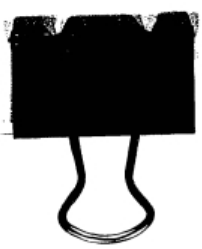
At the present time, the bulk of food carried aboard for the trip will be paid for from the $500.00 set aside for this project by the Education Committee.

COMMUNICATION

There will be no ship-to-shore communication. The canoe will carry 1 VHF and 1 SSB radios.

EMERGENCY GEAR

As required.



CANOE SCHEDULE

The following schedule was a joint effort of the Canoe Committee and the Education Committee. Where possible, the Education Committee tried to implement educational presentations, visitations and workshops with this schedule. The period covered by this schedule was November 1976 thru June 1977.

1. November 12 thru December 4:

   . Hōkūle'a will be at the Waianae Coast for three weeks and will be the responsibility of Buffalo Keaulana. Field trips will be made to the canoe and there will be presentations made throughout the community.

2. December 5:

   . Hōkūle'a will return to Koko Marina, Hawai'i Kai during that weekend. It will remain in the Hawai'i Kai area until February of next year.

3. February:

   . Hōkūle'a is scheduled to attend the Haleiwa Sea Spree during the 18th thru 21st of February. The canoe will be moved on the weekend of the 15th and 16th.

   . On the weekend of the 25th and 26th the Hōkūle'a is tentatively scheduled to be moved to Kualoa for two weeks. There has been talk of having a workshop during that period.

4. March:

   . On the weekend of the 12th and 13th the Hōkūle'a is tentatively scheduled to be moved to Koko Marina, Hawai'i Kai where it will remain until the first of April.

5. April:

   . 'Kealaikahiki Trip' in early April.

6. May and June:

   . Neighbor Islands (Maui or Kaua'i).

DOCUMENTS CAPTURED AS RECEIVED

HŌKŪLE'A STATEWIDE JOURNEYS

The following report was compiled by crew people, especially Jo-Anne Kahanamoku Sterling. It covers the period following the successful 'Kealaikahiki Trip'- April '77 thru the end of July '77. During this period, Hōkūle'a not only functioned as a 'floating classroom' by carrying new crew whenever possible, but also was able to visit all Islands.

This is truly an amazing report as crew (except for two) were not paid. Those two who were paid did not make enough to support themselves on the Neighboring Islands. Thus, their contribution combined with the voluntary contribution of those who supported the Hōkūle'a cannot be measured. The time spent organizing canoe movement to the many communities, the educational presentations made, the selection of crew for the different trips - all of these plus more like the safety of crew and canoe, made for one of the most memorable summers ever in the State. Like one kupuna from Hilo remarked, "Never before have so many people from the Big Island gathered together to witness an event." The same can be said for the rest of the Islands. People of all ages and of all races throughout the State of Hawai'i not only came out to welcome Hōkūle'a, but also supported it and crew. The dedication of the canoe ".....to all of the people of Hawai'i" was certainly not out of line.

DOCUMENTS CAPTURED AS RECEIVED

HOKULE'A STATEWIDE JOURNEYS - TOTAL NAUTICAL MILES

PORT TO PORT	NAUTICAL MILES
Kona - Kawaihae	33
Kawaihae - Hilo	346
Hilo - Hana	110
Hana - Kahului	42
Kahului - Manele Bay	45
Manele Bay - Nawiliwili Harbor	190
Nawiliwili - Hanalei	110
Hanalei - Port Allen	60
Port Allen - Pokai Bay	130
Pokai Bay - Honolulu Harbor	46
Honolulu Harbor - Kaumalapau Bay	60
Kaumalapau Bay - Kaunakakai	43
Kaunakakai - Honolulu Harbor	55
Total Nautical Miles	1,270

DOCUMENTS CAPTURED AS RECEIVED

HOKULE'A STATEWIDE EDUCATIONAL & TRAINING
JOURNEYS 1977

HAWAII

Leon Paoa Sterling
Jerry Benson
Jo-Anne Kahanamoku Sterling
Tava Taupo
Dale Fergerstrom
Chuck Aki
Wedemeyer Au
Davey Mahi
James Sutherland
Robert Camara
Al Lan Yung
Waysen Vannatta

MAUI

Bill Furhmann
Joe Fornier
Terrance Lind
William Chung
Matthew Kalalau
Edwin Tsuji
Billy Kaluakini
Frank Santos
Bob Lawrence
James Kauhane
George Landford
Sonny Puha
Buzzy Knewbehl
Chad Babayan

LANAI

Sol Kaho'ohalahala

KAUAI

Alfred "Big Boy" Kupo
Gordan Estrella
Longie Adolpho
Francis Ching
Frank Santos
Byron Cleeland
Ruben Ruiz
Rodnay Canales
David Alviar
Laola Lake

DOCUMENTS CAPTURED AS RECEIVED

OAHU

Clifford Kapono
Jerry Muller
Issac "Lani" Harbottle
Chuck Kaui Auld
Dave Cox

MOLOKAI

Melvin Lilikalani Paoa, Jr.
Larry Ammasi
Shane Casternera

DOCUMENTS CAPTURED AS RECEIVED

INTER-ISLAND HOUSING - HOKULE'A

CREW MEMBERS 1977

HILO - HAWAII	NANILOA HOTEL	MR. BILL DAVIS ZULU
HANA - MAUI	HANAKAI HOTEL	MR. CARL LINDQUIST MR. JOE FORNIER
KAHULUI - MAUI	KULA RESIDENCE NA KAI EWALU CANOE CLUB	MR. RICHARD HAAKE MR. GEORGE LANDFORD
MANELE BAY - LANAI	CAMP	
NAWILIWILI - KAUAI	LAWAI RESIDENCE	MR. FRANCIS CHING
HANALEI - KAUAI	PRINCEVILLE RESORTS	MRS. DUTCHY SAFFERY RESORT SALES MGR.
PORT ALLEN - KAUAI	KEKAHA RESIDENCE	MR/MRS FRANK SANTOS
HONOLULU HARBOR - OAHU	ST. LOUIS RESIDENCE	MR. ANDY CUMMINGS
KAUNAKAKAI - MOLOKAI	KAWELA RESIDENCE	MR. MELVIN PAOA

DOCUMENTS CAPTURED AS RECEIVED

KONA - KAWAIHAE

DEPARTURE: APRIL 21, 1977 10:00 AM

ARRIVAL: APRIL 21, 1977 5:00 PM

TOTAL HOURS: 7 HRS. 33 MILES

CREW MEMBERS:

1. JOHN KRUSE (1st MATE)
2. LEON PAOA STERLING
3. JERRY BENSON
4. KEANI REINER
5. JO-ANNE KAHANAMOKU STERLING
6. LEINAALA BENSON
7. TAVA TAUPO
8. CARLOS RIVAS
9. MARK RIVAS
10. MAKA'ALA YATES
11. KOLO BARBER

DOCUMENTS CAPTURED AS RECEIVED

KAWAIHAE - HILO

DEPARTURE: APRIL 21, 1977 8:45 PM

ARRIVAL: APRIL 24, 1977 12:02 PM

TOTAL HOURS: 63 HRS 17 MINS. 346 MILES

CREW MEMBERS:

1. NORMAN PIIANAIA (SKIPPER)
2. JOHN KRUSE
3. MAKA'ALA YATES
4. LEON PAOA STERLING
5. JERRY BENSON
6. KEANI REINER
7. TAVA TAUPO
8. DALE FERGERSTROM
9. CHUCK AKI
10. DAVEY MAHI
11. AH LAN YUNG
12. WEDEMEYER AU
13. JAMES SUTHERLAND

DOCUMENTS CAPTURED AS RECEIVED

HILO - HANA, MAUI

DEPARTURE: MAY 14, 1977

TIME: 6:15 PM

ARRIVAL: MAY 15, 1977
10:30 AM

TOTAL HOURS: 17 1/2 HOURS 110 MILES

CREW MEMBERS:

1. SAM KALALAU (SKIPPER)
2. MATTHEW KALALAU
3. WILLIAM "BOY" CHUNG
4. TERRANCE LIND
5. WILLIAM "HANAKAI" FORNIER
6. WILLIAM FURHMANN
7. JOHN KRUSE
8. MAKA'ALA YATES
9. LEON PAOA STERLING
10. JO-ANNA KAHANAMOKU STERLING
11. NORMAN PIIANAIA
12. BERT BARBER
13. KOLO BARBER (8 years old)
14. CHUCK AKI
15. AH LAN YUNG
16. DALE FERGERSON
17. ROBERT CAMARA
18. MARK SANDERS

DOCUMENTS CAPTURED AS RECEIVED

HANA - KAHULUI

DEPARTURE: MAY 22, 1977 6:15 AM

ARRIVAL: MAY 22, 1977 12:30 PM

TOTAL HOURS: 6 1/2 HOURS 42 MILES

CREW MEMBERS:

1. SAM KALALAU (SKIPPER)
2. MATTHEW KALALAU
3. WILLIAM FURHMANN
4. WILLIAM "BOY" CHANG
5. TERRANCE LIND
6. JOHN KRUSE
7. LEON PAOA STERLING
8. JO-ANNE KAHANAMOKU STERLING
9. JOE FORNIER
10. MAKA'ALA YATES
11. ABE "SNAKE" AH HEE
12. JAMES KAUHANE
13. WILLIAM KALUAKINI
14. EDWIN TSUJI
15. ROBERT CAMARA
16. GEORGE LANDFORD
17. SONNY PUHA
18. BUZZY KNEUBEHL

DOCUMENTS CAPTURED AS RECEIVED

KAHULUI - MANELE BAY, LANAI

DEPARTURE: JUNE 7, 1977 8:10 AM

ARRIVAL: JUNE 7, 1977 5:10 PM

TOTAL HOURS: 9 HOURS 20 MINS. 45 MILES

CREW MEMBERS:

1. ABE "SNAKE" AH HEE (SKIPPER)
2. JOHN KRUSE
3. MAKA'ALA YATES
4. LEON PAOA STERLING
5. JO-ANNE KAHANAMOKU STERLING
6. GAIL KEANI REINER
7. GEORGE LANDFORD
8. ROBERT CAMARA
9. CHUCK AKI
10. SOL KAHO'OHALAHALA
11. JAMES "MOON" KAUHANE
12. ROBERT LAWRENCE
13. EDWIN TSUJI
14. BILL FURHMANN
15. FRANK SANTOS (MAUI - 16 YRS. OLD)
16. CHAD BABAYAN
17. DAN ORDONEZ

DOCUMENTS CAPTURED AS RECEIVED

MANELE BAY, LANAI-NAWILIWILI, KAUAI

DEPARTURE: JUNE 10, 1977 11:20 AM

ARRIVAL: JUNE 11, 1977 2:30 PM

TOTAL HOURS: 27 1/2 190 MILES

CREW MEMBERS:

1. DAVID LYMAN (SKIPPER)
2. JOHN KRUSE
3. LEON PAOA STERLING
4. JO-ANNE KAHANAMOKU STERLING
5. GAIL KEANI REINER
6. FRANCIS CHING
7. ALFRED "BIG BOY" KUPO
8. GORDAN ESTRELLA
9. SAM KALALAU
10. WILLIAM FURHMANN
11. CHUCK AKI
12. CHAD BABAYAN
13. SOL KAHO'OHALAHALA

DOCUMENTS CAPTURED AS RECEIVED

NAWILIWILI - HANALEI, KAUAI

DEPARTURE: JUNE 18, 1977 6:15 PM

ARRIVAL: JUNE 19, 1977 12:10 PM

TOTAL HOURS: 17 HRS. 55 MINS. 110 MILES

1. LEON PAOA STERLING (SKIPPER)
2. JOHN KRUSE
3. JO-ANNE KAHANAMOKU STERLING
4. GAIL KEANI REINER
5. CHAD BABAYAN
6. ALFRED "BIG BOY" KUPO
7. BERT DAVIS
8. DAVID COX
9. FRANCIS CHING
10. CHUCK AKI
11. LONGIE ADOLFO
12. RODNEY CANALES (KAUAI CANOE CLUB)
13. DAVID ALVIAR (KAUAI CANOE CLUB)
14. LAOLA LAKE (KAUAI CANOE CLUB)

DOCUMENTS CAPTURED AS RECEIVED

HANALEI DAY SAIL

CREW MEMBERS:

1. DAVID LYMAN (SKIPPER)
2. LEON PAOA STERLING
3. JO-ANNE KAHANAMOKU STERLING
4. JOHN KRUSE
5. KEANI REINER
6. BEN FINNEY
7. JERRY MULLER
8. PENNY HOOPER
9. STEVE HOOPER
10. MARSHALL
11. BECKETT VARQUES

DOCUMENTS CAPTURED AS RECEIVED

HANALEI - PORT ALLEN

DEPARTURE: JUNE 24, 1977 10:55 AM

RETURNED TO HANALEI BAY TO REPAIR SAIL (LAIHU)

DEPARTED at 12:15 PM

ARRIVAL: JUNE 24, 1977
OFF BARKING SANDS, WHICH HOKULE'A STOPPED ALL TARGET PRACTICES FOR AN HOUR AND HALF, DUE TO LACK OF WIND. NAVY TARGET BOAT TOWED THE CANOE AT 8:45 PM TO PORT ALLEN, ARRIVING AT 11:00 PM

TOTAL HOURS: 12 HOURS 60 MILES

CREW MEMBERS:

1. DAVE LYMAN (SKIPPER)
2. LONGIE ADOLPHO
3. LEON PAOA STERLING
4. JO-ANNE KAHANAMOKU STERLING
5. KEANI REINER
6. ALFRED "BIG BOY" KUPO
7. MARIAM LYMAN
8. VIOLET MAKUA
9. FRANK SANTOS
10. PAT MURRAY

DOCUMENTS CAPTURED AS RECEIVED

PORT ALLEN - POKAI BAY

DEPARTURE: JULY 14, 1977 6:05 AM

ARRIVAL: JULY 15, 1977 7:00 PM

TOTAL HOURS: 36 HOURS 130 MILES

CREW MEMBERS:

1. LEON PAOA STERLING (SKIPPER)
2. JOHN KRUSE
3. JO-ANNE KAHANAMOKU STERLING
4. KEANI REINER
5. JERRY MULLER
6. DAVE COX
7. DALE FERGERSTROM
8. WEDEMEYER AU
9. REUBEN RUIZ
10. FRANK SANTOS
11. BYRON CLEELAND

POKAI BAY - HONOLULU HARBOR - PIER #9

DEPARTURE: JULY 16, 1977 7:25 AM

ARRIVAL: JULY 16, 1977 9:00 PM

TOTAL HOURS: 13 HRS. 25 MINS. 46 MILES

(Make-shift crew)

DOCUMENTS CAPTURED AS RECEIVED

HONOLULU HARBOR - MOLOKAI

DEPARTURE: JULY 22, 1977 6:10 PM

ARRIVALS: JULY 22, 1977
KAMALAPAU BAY, LANAI 2:00 PM
DUE TO WEATHER CONDITIONS, PULLED INTO HARBOR AND SECURED ADDITIONAL GASOLINE. DEPARTED AT 4:00 PM AND CONTINUE TO KAUNAKAKAI, MOLOKAI, ARRIVING AT 11:00 PM

TOTAL HOURS: 29 HRS.

MILEAGE: HONOLULU TO KAMALAPAU BAY 60 MILES
KAMALAPAU BAY TO KAUNAKAKAI 43 MILES TOTAL MILES 103

CREW MEMBERS:

1. LEON PAOA STERLING (SKIPPER)
2. JOHN KRUSE
3. JO-ANNE KAHANAMOKU STERLING
4. KEANI REINER
5. DAVE COX
6. BILL FURHMANN
7. CLIFFORD KAPONO
8. JOE FORNIER
9. WEDEMEYER AU
10. REUBEN RUIZ
11. JERRY MULLER

NOTE:

Secured canoe at Kaunakakai Harbor, crew members slept on board. Canoe was moved the next morning to the small boat harbor.

DOCUMENTS CAPTURED AS RECEIVED

SUMMARY

The Education Committee has had a successful year working on a number of projects and activities. Some of the work performed have received much publicity and exposure throughout the State, and also in parts of the continental United States. Some of the works are in various stages of planning and growth but are just as important to the overall effect of this committee on the people of Hawai'i. We can safely say that all of the work done by the committee the past year, whether completed or not, are of an ongoing nature which will continue (hopefully) this school year.

In order to have another successful year (1977-78), it is recommended that the Polynesian Voyaging Society and the Kamehameha Schools/Bishop Estate work out some agreement whereby the Hōkūle'a can be placed under the responsibility of the Kamehameha Schools Extension Education Division, or share in the responsibility with the Polynesian Voyaging Society, for a period of at least 6 months or 1 year. This will allow Hōkūle'a to be maintained and properly staffed so that it can continue serving the people of Hawai'i as a 'floating classroom' throughout the year. We certainly must agree that the Hōkūle'a has provided the people of Hawai'i something unique, historically and culturally. Hōkūle'a has that mana and magic which attracts and brings people of all ages together.