

WHY THE POLYNESIAN VOYAGING SOCIETY IS NEEDED

- a) There is a lack of knowledge and expertise in the public and private educational systems to facilitate the cultural and educational aspects of Polynesian voyaging and settlement.
- b) There is only one resource center in the world, the POLYNESIAN VOYAGING SOCIETY, that can provide adequate knowledge and information in the area of Polynesian migration and settlement.
- c) There is a lack of knowledge and appreciation about the cultural roots (Polynesian mariners) of the native Hawaiians that negates positive self-concepts and stifles the productive performance of native Hawaiian children, and adults in the present societal structures.
- d) There is a need to train individuals to plan, manage and disseminate information and training workshops; to continue voyaging experiments, gather data, and develop materials based on this research; and to promote positive relationships between the various local, national and international, public and private agencies and groups.
- e) There is a need to develop reproducible editions of student and teacher materials for the elementary, intermediate, and secondary levels on Polynesian voyaging.
- f) There is a need to effect a cooperative working relationship between the Department of Education and other educational organizations as a precedent for future cooperative ventures in the development of additional programs about Hawaiian culture, namely Polynesian migration and settlement.

SPECIFIC OBJECTIVES TO MEET NEEDS OF THE
POLYNESIAN VOYAGING SOCIETY

- I. Establish a training site based on Polynesian voyaging that encompasses all areas of Hawaiian culture
 - A. Primary objective for training site
 1. Train staff to plan, manage and carry out aims of the Board and Committees of the Polynesian Voyaging Society
 - B. Other Objectives
 1. Develop a resource bank where unified and comprehensive materials on Polynesian voyaging, culture and history can be tapped
 2. Collect raw materials gathered on Hokule'a's trip to and from Tahiti, and other voyages. Decode and validate materials already on hand
 3. Innovate and coordinate means and methods to assemble, compile, and screen
 4. Centralize all relevant and pertinent data into Polynesian Voyaging Society office
 5. Develop curriculum materials which will be replicable for use in public and private schools
 6. Develop an educational program to provide students who are not reached by the main stream academic programs with a marine-oriented, based learning experience
 7. Develop materials with achievement oriented learning situations on Polynesian voyaging that will reenforce the students' self esteem, and self-confidence
 8. Provide materials for students and teachers with an in depth Hawaiian cultural, historical orientation to the seafaring heritage of the Polynesian people, with emphasis on ancient Hawaiian marine traditions
 9. Develop, a pool or cadre of educators, crew-persons and others who have the entry level knowledge and experience in carrying out educational objectives in Polynesian voyaging

10. Disseminate information through educational materials, workshops, seminars, exhibits and presentations
11. Provide public with materials and speaking engagements to make them aware of the natural relations between ancient Hawaiian marine skills including proper management of the ocean resources and its applicability to modern day marine practices through audio-visual aids developed by the Education Committee
12. Effect a cooperative working relationship between the DOE and other existing educational organizations as a precedent for future cooperative ventures in the development of additional programs, especially in Polynesian voyaging
13. Use the Hokule'a as a floating classroom to train individuals on the theory of ancient and modern sailing, non-instrumental navigation, and safety at sea
14. Impart to educational systems positive approaches based on cultural practices (ohana, ho'oponopono, etc.) used by ancient mariners
15. Learn and practice the ethnic values and lifestyles of the Polynesians so that staff will interact in a meaningful, culturally enriching manner with persons of diverse ethnic backgrounds
16. Keep abreast on current maritime developments by utilizing scientific data from University experiments on oceanography and related subjects
17. Establish and maintain positive linkages with public and private groups
18. Find out what kinds of grants are available and identify significant information relative to grant writing (abstract, need, objectives, methods, etc.)
19. Generate funds for the operation of the Polynesian Voyaging Society



FROM THE DESK OF
KEOLA AIPELENA

PVS files

ILLEGIBLE

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December 29, 1978

TO: Ethnic Heritage Program
Washington, D.C.

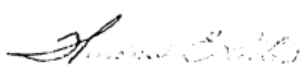
FROM: Winona Rubin, Executive Director
Alu Like, Inc.

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

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

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

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


Winona Rubin
Executive Director

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

Implementation + Methodology *File PVS*

The PVS intends to disseminate its knowledge of Polynesian discovery, canoes and voyaging to the population and particularly elementary school teachers and children of five large areas in Hawaii. In this application we are proposing to make major changes in the direction of the society-- from one whose purpose has been to test theories regarding polynesian voyaging to one that will serve as a floating classroom for children throughout the Hawaiian Islands. To accomplish this it hereby plans to hire two persons to act as teacher trainers and curriculum consultants and a crew supervisor to manage the canoe and related instructional use. The trainers will coordinate the development and use of curriculum materials and the training of four regional trainers to train teachers of public schools in Polynesian voyaging.

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

WORKING SCHEDULE

During October and November, the two trainers and crew supervisor will organize the educational materials of the PVS and plan the curriculum

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that will be implemented at the five regional sites selected for the distribution of curriculum materials. In ^{October} ~~November~~, the PVS will distribute information regarding the availability of instruction and materials regarding Polynesian voyaging. This will be done through the Dept. of Education channels and through a one day workshop to be held at Kamehameha Schools on Discoverer's Day, October, 8. During Nov. and Dec. the PVS trainers will develop the educational materials while hosting visits from elementary school teachers and classes in the Honolulu area. Also during December, four staff persons from the four participating HARPS schools will meet on Oahu for a week of training regarding use of Polynesian voyaging curriculum materials. They will take back with them to their schools the materials and information developed by the PVS and will establish permanent resource and training centers regionally. They will advertise locally their functions in this project and will schedule schools, teachers and various organizations to visit the canoe as it visits their region.

In January 1980, the canoe will be sailed under the supervision of the crew supervisor from Honolulu Harbor to Kaneohe Bay on the Windward side of Oahu. It will be berthed at the Heeia Kea pier next to Heeia State Park through March. At this site a trained staff person from Seagull School with the assistance of the two PVS trainers will coordinate the visitation and instruction of teachers and students on the Windward side of Oahu. The canoe will stay at Heeia until the end of March when it will be sailed to Haleiwa Harbor on the North Shore of Oahu where a trained staff person from Rainbow Elementary School will serve the function of trainer and coordinator for elementary school teachers and their students. At the end of May the canoe will sail for Kauai and will be berthed at Nawiliwili Harbor where the canoe will be hosted and visitations will be coordinated by Island School. During the summer months when schools are on vacation, emphasis will remain on elementary school aged youth by arranging for organizations such as Scouts, 4H, and summer fun type recreational ~~programs~~.

programs to visit the canoe. Elementary school teachers will have had use of the regional resource center and trainer since December and will have had previous use of curriculum materials. At the end of July the canoe will be sailed to Kahului Harbor on Maui on Maui where Piahi School will host and coordinate canoe activities.

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

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

The following is a partial list of programs and materials available for use by teachers using the resource centers;

- FILMAGE:**
- 90 minute film on Hokule'a's voyage to Tahiti by the National Geographic Society.
 - 30 minute film on the Launching of the Hokule'a produced by Tip Davis.
 - 15 minute film on THE COMING OF THE POLYNESIANS produced by George Tahara. Half of the film is about Hokule'a.

SLIDES

- 30 minute slide presentation on the activities of the Hokule'a from her birth to her voyage back from Tahiti.

**CHARTS &
VISUAL AIDS**

- Maps, photos, large posters, charts, chalkboards, handouts, exercise sheets, etc...on canoe construction, sailing and navigation skills, riggings and lashings, food preparation and plants for sea voyaging, coconut basket weaving and sennit making, bird flight patterns and non-navigational nature signs. Sennit cordage, fishhooks, coconut cups, kukui nuts, samples of lashings and food preparation materials, etc...and other related artifacts.

PART IV--PROGRAM NARRATIVE

Cecilia

OBJECTIVES AND NEED FOR THIS ASSISTANCE

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

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

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

The calamitous results of the past still plague many Hawaiians today. They have the highest incidence of poverty, high school drop-outs and unemployment of any racial group in Hawai'i. Government leaders have made crime a priority issue in 1978 but throwing people in jail or imposing stiffer sentences for crimes does not remove poverty or illiteracy. Preventive measures have to be implemented and applied. When people have inadequate education, a limited knowledge of their culture, poor self esteem, and where families are disoriented, societal problems escalate. Education therefore is the key to building up self worth, self sufficiency, and self direction.

Along with the social ills, the 70s show a resurgence of Hawaiianess and hope. There is a desperate vitality and commitment among American Hawaiians to learn about their culture, to uplift themselves and their heritage, through education. A deliberate search is being made for Hawaiian identity. Regrettably, Hawaiian culture has been regarded irrelevant in the past. However, on November 7, 1978, voters of Hawai'i realized this need and voted on promoting and imple-

menting Hawaiian studies into the school system and community. This was an ammendment proposed by members of the Constitutional Convention of 1978.

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

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

delete? Though Hokule'a was built mainly of modern materials, such as plywood and fiberglass, her lines were authentic and reconstructed from sketches by explorer Capt. James Cook and other explorers. Her sails, copied from ancient Hawaiian rock paintings were shaped like crab claws. This design proved more practical than modern sails that were tried because the crab claw contour minimized stress and spilled the wind during squalls.

In 1976, seventeen men who made up the crew of Hokule'a, sailed her to Tahiti. One of the key men was the navigator, Mau Piailug, from the Satawal atoll in Micronesia. Mau, a strong 44 year old, became a full fledged navigator at the age of 18, and roamed far and wide through the central Carolines

not relying on any navigational instruments. Mau was assisted by Rodo Williams, a Tahitian and former schooner captain, and David Lewis, a Caucasian who had studied with traditional navigators in Tonga and Micronesia. None of the three was to use any instruments during the voyage, nor were they to receive any hint of their position from the escort vessel that accompanied Hokule'a on this 3,000 mile journey. Half of the crew who went on the voyage were Hawaiians.

Hokule'a reached Tahiti after 34 days and received a jubilant crowd of 15,000 Tahitians, the largest crowd in the memory of that island. Hokule'a returned to Hawai'i with a crew of 11 men and 2 women. Navigators of the canoe used modern navigational instruments on their return trip to Hawai'i..

Self? Hokule'a received national and international acclaim because the National Geographic Society filmed the magnificent and historic journey. They also published 3 separate articles about Hokule'a in their magazine.

Hokule'a has become a legacy and symbol of Hawai'i, a success story that needs to be shared. Slides, pictures, and logs were taken when Hokule'a made her incredible trip. All these materials need to be developed. Hokule'a can be used as a floating classroom. The experience for students and teachers to feel, touch and see the most significant Polynesian artifact that brought the first settlers to Hawaii would be an unforgettable and valuable educational tool. It can provide positive ^{ethnicity} ~~idea~~ that ^{can guide Hawaiians} back to their roots and give them insight into the awesome courage and intelligence of their ancestors. It can also explode the myths and negative stereotyping about Polynesians.

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

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

To this end, the proposal focuses on:

1. The implementation of the use of Hokule'a as a floating classroom, a teacher's guide, student's activity book, 3 magazines published by National Geographic Society, audio visual aids(slides, films) to serve as practical and functional guides to help teachers and ethnic studies personnel become acquainted with the wide scope of Polynesian voyaging.

2. The development and implementation of a training course designed to help students, teachers, and other personnel in understanding ethnic identity, inter-ethnic communication and relations and the process of American multi-culturalism.

General Criteria
DTB
#1

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

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

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

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

The workbook will be soft back and will have 25 pages. Each page will include information, sketches, puzzles and cover the various aspects of Polynesian voyaging. (Naming parts of a canoe, identifying plants and animals that were brought to Hawaii on double hulled canoes, identifying stars that the ancient mariners followed, etc.)

THE HAWAIIAN GUILD OF TALENTED TITA'S AND HAWAIIAN VIKINGS

UNDER THE DIRECTION OF HULA LA-HO-LEI PRODUCTIONS

presents

COME AND JOIN THE FUN! (FUND????)

"As I dance away into Kaneohe Bay,
on my Hobie Cat which I sail,
I, Ms. Sailor-ette, will return one day,
to tell you an exciting tale."

"I have known adventures in
Paradise....."

"The summer wind came blow-
ing in from across the
sea...."
"Let the good times
Be HAPPY!"

THE POLYNESIAN VOYAGING

MERMAIDS

SEAMEN

VESSEL SUPERVISOR

and

NAVIGATOR

MS.
SAILOR-ETTE

MS.
KA
LEO
O
KAPAHULU

WELCOME

YOU

ON BOARD OUR
OPEN HOUSE

ENJOY YOURSELVES!

Sept. 6, 1978

Man
Among

Tondaleo
Beel

POLYNESIAN VOYAGING SOCIETY

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

September 6, 1978
Wednesday Afternoon

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ALOHA 'AUINALA!

Welcome to our office open house! Please enjoy yourselves! If for a tender moment you feel like Dorothy Lamour or John Hall cruising through the movie "HURRICANE", as you enter our office porthole, it is just an extension of our incurably romantic hula girl backgrounds that managed to seep through our interior designs. We really didn't intend for it to come out looking like "Don the Beachcomers", it just sort of turned out that way!

We felt, like our canoe, our office needed to be refitted and refurbished. Taking immediate action we took it upon ourselves to give it a gentle facelift and add some spice and pizzazz to it. With bits and pieces and the cooperation of our Hawaiian Vikings, we finally accomplished our objectives.....well almost! We could still use piped ocean sounds from Muzack.....

Marlene (Ms. Onassis) and yours truly (Madame Rockefeller), the PVS philanthropists, absorbed most of the refurbishing costs at our own expense as a personal contribution to our PVS and as an end of the year tax write off to keep us in the low income bracket. As you might note, we are sacrificing champagne and caviar this month and dining rather on sardines, poi, 'opae and Maui onions so that we could afford this feat. We also did the refitting on our own time, after work and on weekends.

As executive administrative secretary, Marlene tried to keep her side of the office looking administrative, and did her decor in conservative and tasteful tones of brown. As the education coordinator, I wanted to give my side a "classroom" effect, using tapa and the colors of the rainbow to give my decor a creative and stimulating touch. Well, in a world of individuals comparison is a useless activity!

In trying to keep our office theme nautical, we sought the talents of our crafty Vikings and would like to extend laurels to each and everyone who lent a hand in dressing up our office. Wally Froiseth, our canoe chairman, who carved our majestic PVS name plaques in koa which you see on the facade of our building and above our office door. Love his hieroglyphics....so creative! Mahalo Wally! A special accolade to Bishop Museum electrician, Ken Miyazaki, and assistant, Edgar Aking for their free services.

To Leon Sterling and his seamen, in alphabetical order, Kalepa Baybayan, Abel John, Keola Jones, and Anthony Nali'ielua for all of the nautical decor they contributed. They did a splendid job! We're very proud of you! Mahalo!

To Ben Young, for designing our desk name plates which should be arriving any time now....mahalo! To Michael Tongg, Anthony Guerrero, Jr. and Gordon Pi'ianai'a, for contributing to our fund raising campaign. Mahalo!

We all shared a lot of aloha and had a barrel of laughs while refurbishing our office, especially since we had an empty budget to work with. It was fun trying to work magic!

HAWAII

TAHITI



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POLYNESIAN VOYAGING SOCIETY

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ED KEALANAHELE,

REVEREND

JOHN KRUSE

FRANCIS KAINOA LEE

GORDON PIANAIA

We hope that our enthusiasm and initiative for refitting and refurbishing our office will act as a catalyst in rekindling the alacrity you have all shared in the past in keeping the spirit of our Polynesian Voyaging Society a living entity in research, education and experiential canoe voyaging.

With well directed energy, open lines of communication and a sharing of each other's mana'o, we can achieve full fruition of our objectives. Hokule'a, our esteemed and seaworthy double-hulled canoe, whom we have all experienced our own personal love affair with, will continue to open up new avenues of expression in Hawaiian studies.

If we continue to emulate the intense drive and dedication of our charter members who researched, loved and shared the whole experience of Hokule'a, our PVS will continue to serve as an important constituent of our Hawaiian culture. Through the combined efforts of our past, present, and future members, we will continue to witness Hokule'a redefine our Hawaiian heritage, enhancing the pride and dignity of our Hawaiianess.

With ALOHA we can hold together the OHANA of our PVS! Each and everyone of you are needed and valued. Let us all discover our mana'o and have fun in the process! E Kipa Mai E Ho'olaule'a a Pu Kakou!

Having an open house this afternoon will give everyone an opportunity to rediscover each other. We extended invitations to the press also because we would like to let the media know that we're alive, STAFFET and still in operation. We have a dynamic and innovative society and we would like to extend ourselves and our services to the whole community in Polynesian voyaging and other related Hawaiian areas in the arena of voyaging.

I put together a "TIME MANAGEMENT HANDBOOK" to give all of you as an "open house" favor. It serves a number of purposes.

■ Because I love all of you, and wanted to leave you with a token of ALOHA for just being yourselves.....warm, loving and caring individuals.....each a unique entity in God's scheme.

■ To introduce myself to those who haven't already met me and to "show off" (ho'oio i'au noho'i) a sampling of my "abilities" to plan and coordinate.

■ I thought you might enjoy working this plan: It's fun and can be effective if you follow through on it.

■ To hopefully give you an incentive to come to tomorrow's PVS meeting filled with creative and innovative NOTES TO THE PVS and MEMOS FOR THE EDUCATION COORDINATOR. (P.S. You don't need to be an educator or on the Education Committee to come up with an educational idea. So please share your mana'o!)

■ To publically acknowledge with a NUI NUI MAHALO the committee that hired me. They were courageous....and ran the risk.....they could have played it a lot safer and hired a more conservative individual. More than often the "colorful" me betrays the more serious side of my nature. I appreciate their faith in me and hope that I will reinforce the convictions of their selection. I have thoroughly enjoyed working with them these past months. They are an inspiring and beautiful group of human beings and I am very proud to be part of their hui.

HAWAII

TAHITI



BICENTENNIAL VOYAGE OF REDISCOVERY
HOE AKU I KA WA'A

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POLYNESIAN

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VOYAGING SOCIETY

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ED KEALANAHELE,

REVEREND

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FRANCIS KAINOA LEE

GORDON PIANAIA

☐ To throw a graceful hint to ALU LIKE that our office is bustling with productive activities and we are needed after September 30th.

HERE IS A SNEAK PREVIEW OF WHAT' HAPPENING AT OUR OFFICE OR ABOUT TO HAPPEN. I would love feedback and constructive suggestions on any of the following. My interpretation of being an coordinator is not only to create and disseminate educational materials, but also to put together the best from all of the ideas and suggestions from the whole of the society.

☐ Marlene and I are developing a PVS brochure which Kapua Lindo will edit.

☐ I am developing display posters for the Children's Book Project to be place in the

- Planetarium display of Hokule'a
- Bishop Museum gift shop
- PVS office
- Commercial outlets that will lend us shelf space.
- Workshops and exhibits.

☐ 30 minute slide presentations for:

- School audience
- General community
- Business organizations and fund raising projects.

☐ Large easel pad presentation visually depicting information on the PVS and its activities and accomplishments, past, present and to come.

☐ Photo collage {already on display today} on the PVS Ohana. I need photos to complete it so that I can laminate it. I will be photographing you today. No shame.....smile pretty.

☐ Different media and marketing promotionals which are still bouncing around in the "delta" sphere of my subconscious. Soon they should surface.

☐ Marlene and I will be helping Jerry Muller with the newsletter since Jerry will be overwhelmed with homework assignments now that he's begun law school.

☐ Handouts that will be given at workshops, etc.....

I could go on ad infinitum...they're all kinds of things that our PVS committees can and will develop. The Education Committee hopes to have our Activity Resource book NA HANA HUAKA'I out and on the market before the end of the year. Kapua Lindo has donated endless hours working to have the book completed as soon as possible.

If any of you have any photos, slides, documentations, any kinds of stuffs you want to share with us, please give us a call or whatever.

HAWAII

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BICENTENNIAL VOYAGE OF REDISCOVERY
HOE AKU I KA WA'A

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POLYNESIAN VOYAGING SOCIETY

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Marlene and I set up a centralized resource filing system (we even color coded it), that can be used and utilized by everyone as a nucleus where all unified and comprehensive data on voyaging can be located.

Well my "peachy poohs", I don't want to burn your attention span out with our accomplishments, enough is enough.....so before this turns into an elongated term paper or doctoral dissertation, may I end with....

Let's all work together to make our Polynesian Voyaging Society an instrument through education and personal growth, helping to develop the new and initiating whatever can improve the quality of human existence making this a better world that is ready to be born.

I wish you continued or renewed relationships with those persons who make up your universe, and I hope you can add new members to your circle of love. May your participation in our society enrich your experience of the miracle of life and widen your dimensions in the miracle of love.

Let us all nurture our potential and learn new and effective ways to make our society a tremendous success! May your mana continue to shine as you voyage through life. Look up to heaven when you voyage and pay homage for the experience of life.

aloha pumehana,

Wailani

Willene Wailani Bell
Education Coordinator

HAWAII



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"Where I live there are rainbows
with life in the laughter of the morning and starry nights,
Where I live there are rainbows
with flowers full of colors and birds filled with song.
I can smile when it's raining and touch the warmth of
the sun,
I hear children laughing in this place that
I love."

HAWAIIAN LULLABY



Hawaiian time that's well managed may...
.....give more day for you to play!

Created for the POLYNESIAN VOYAGING OHANA by Willene Wailani Bell.

SUMMER 1978

DEDICATED to HERB KANE, whos artistic genius gave birth to our esteemed seaworthy double-hulled canoe, HOKŪLE'A.

CECILIA KAPUA LINDO, whos well-directed energy developed NA HANA HUAKA'I (THE VOYAGING WORKS), an activity resource book on Polynesian voyaging which is much needed for educators in the arena of Hawaiian Studies.

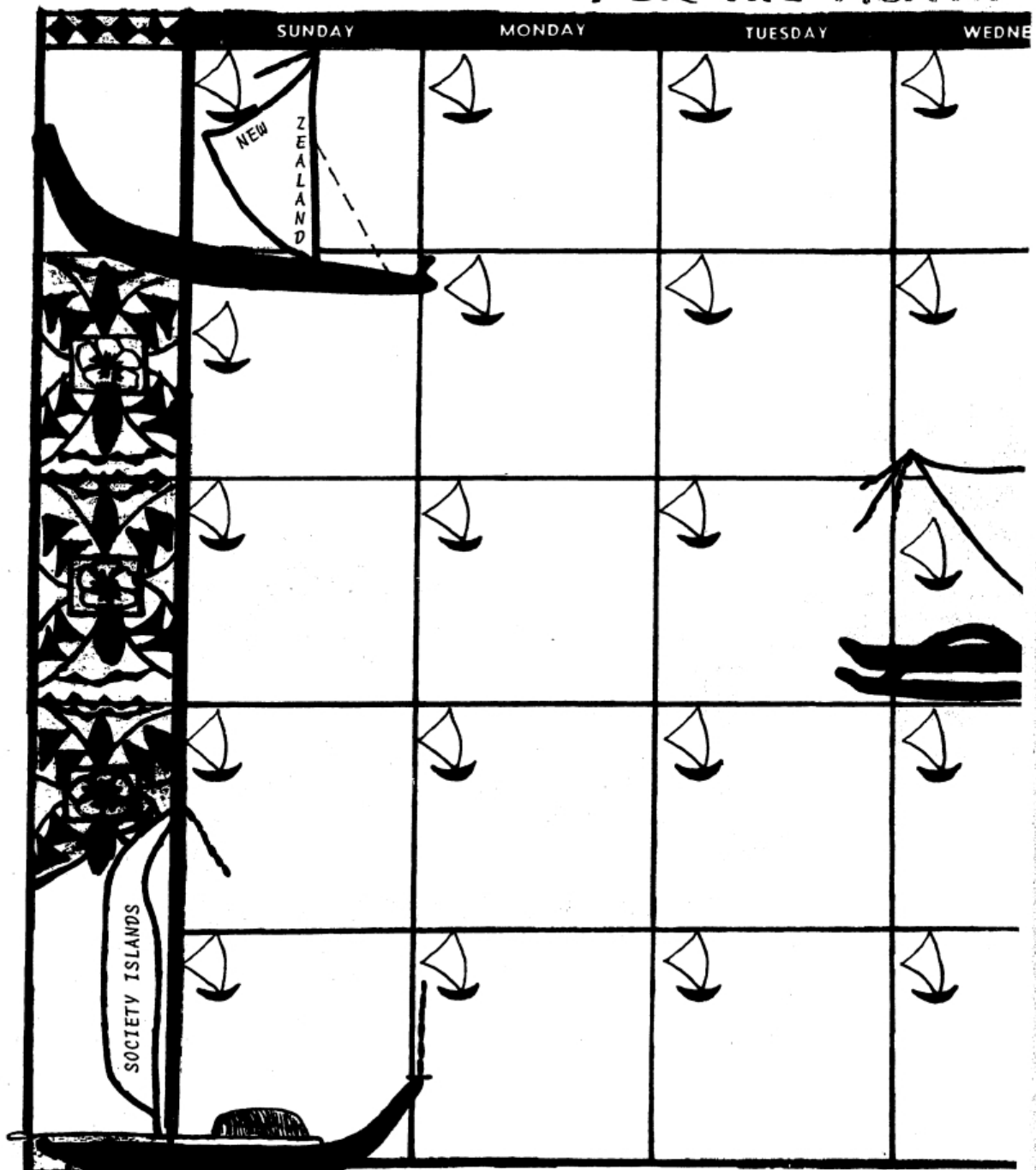
LEON PAOA STERLING, who dedicates his being to the refurbishing of HOKŪLE'A, so she may sail once more.

WILL KYSELKA and NAINOA THOMPSON, who both spend long hours charting the stars for future voyages.

THEY ARE MAGNIFICENT EXAMPLES OF TIME WELL MANAGED! and to THE POLYNESIAN VOYAGING OHANA, whos aloha keeps alive our society's existence.....MAHALO!

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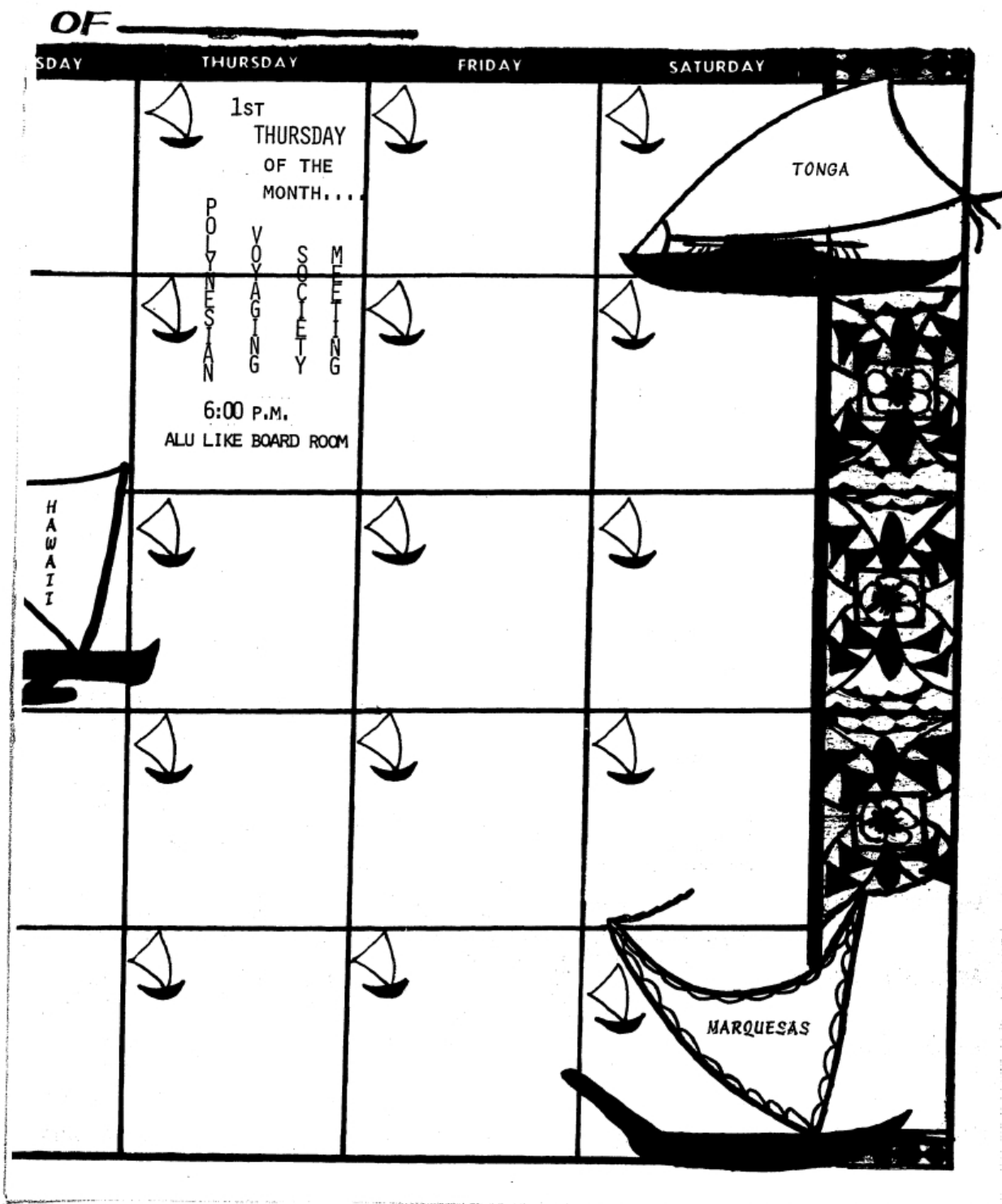
FOR THE MONTH



Created for the POLYNESIAN VOYAGING SOCIETY
by Willene Wailani Bell

Summer 1978

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HOW TO USE THIS TIME-MANAGEMENT PLAN

Created for the PVS
by Wailane Wailane Bell

PURPOSE: to develop
to be
to have
A SYSTEMATIC PATTERN FOR MANAGING YOUR TIME.
MORE EFFECTIVE; MORE ORGANIZED
MORE TIME; MORE ENERGY; CLEARER THINKING.

FUNCTION: it keeps
it is
memo
all mental notes CENTRALIZED IN ONE PLACE.
a reliable RESOURCE for fast accessible reference and
planning.
Use with 3 ring binder rather than folder, as it is more
flexible because pages lie flat and margins aren't covered.

SPECIAL NOTES
*Change takes effort and you will find a tendency to resist change and
rationalize for not making the effort. YOU HAVE A CHOICE and what you
choose usually happens because you have chosen to make it happen and you
put all your ENERGY into that direction. In at least one area of your
life be INTENSE!

HOW TO USE:
Step 1 **DAILY PLAN YOUR DAYWORK YOUR PLAN** pages.
Begin each day at sunrise filling out THINGS TO DO for the day.
Jot them down SPONTANEOUSLY as they pop up in your head.
Step 2 **PRIORITY**
Column P After you have completed all 15 items on THINGS TO DO, or less, go back
and put them in rank according to their importance and the priority you
would like to give each item. Rank them either numerically or alphabeti-
cally under column P.
Step 3 **AGREEMENT**
Column A If you agreed with someone to do something, for example, to call them on
the phone or to meet them for lunch, then put a checkmark after the item
under column A.
Step 4 **COMPLETED**
Column C At sunset, go back and check your THINGS TO DO, and if you did complete
an item, then put a checkmark after the item in Column C.
Step 5 **TRANSFERRED**
Column T If you did not complete an item, then put the date of when you hope to
work on it again under the column T.

PVS SECTION:
Jot down any MEMOS or NOTES you would like to discuss with another PVS
member(s) at a board meeting or on the phone. This helps you to keep
from forgetting what it is you'd like to discuss at a later date.

NOTES TO MYSELF
Write down anything that simultaneously comes into your mind during the
day or evening. If you run out of space then write the notes on the back
of the page. You will find if you don't write down these thoughts as they
come into your mind, then you might forget them later on.

******* SECTION:**
A good way of saving money is to take 10% of your gross earnings and put
it away in your saving account. Treat it like a tax deduction and put
it into your saving's account when you cash your check. Like a tax
deduction you won't miss it or put it into your budget because it is a
mandatory deduction therefore you don't count on it.

EFFECTIVE CHECKLIST
Do this once a week, preferably on a Saturday or Sunday. This helps to
guide you in evaluating your behavior, goals and objectives from the
previous week and in setting the tone and planning for your next week.
Personal growth should develop from this exercise.

ANY QUESTIONS?????
CALL WAILANE..... GOOD LUCK WITH THIS HANDBOOK,
IF YOU NEED MORE FORMS LET ME KNOW. ALSO LET ME KNOW HOW YOU LIKE IT AND
IF YOU ARE FINDING RESULTS WITH IT,

PLAN OF ACTION
Let this worksheet be a CHALLENGE to COMPLETE each day. Work it with a
partner or group. Sit down with others using it and DISCUSS innovative
ideas on how to become more organized and effective. DEVELOP a PLAN OF
ACTION which fits your own temperament and lifestyle. Put it into PRACTICE,
work the exercises each day. FOLLOW THROUGH on plans.
CREATIVE PROCESS
I. LEARN TO LISTEN. II. BECOME A "MASTER EXPLAINER" III. LEARN THE FACTS
IV. HAVE A PLAN V. CONTINUE TO GROW.



***What I do each day is important because I am exchanging each day of my life for it!
Today will be the first day of my life, I should value it as though it were my last!

EFFECTIVENESS CHECKLIST

*To be done at the end of the present week before writing down the goals and objectives for the following week.

OBJECTIVES: PERSONAL.....to keep a balance between my mind, my body and my spirit.
SOCIAL.....to study, love and serve humanity as best as I can.
SPIRITUAL.....to develop my potential and experience growth.

PERSONAL	YES	NO	SOCIAL	YES	NO
kept an open mind	{ }	{ }	considered someone else's feelings	{ }	{ }
read a book on personal enrichment	{ }	{ }	made someone happy	{ }	{ }
made each day an exciting adventure	{ }	{ }	made someone laugh	{ }	{ }
made each day a delightful experience	{ }	{ }	inspired others	{ }	{ }
turned my time into an incredibly super day	{ }	{ }	helped others to feel good about themselves	{ }	{ }
shunned out negative thoughts and emotions	{ }	{ }	tried to encourage a good concept of self in others	{ }	{ }
dumped a bad habit	{ }	{ }	gave others the space to grow	{ }	{ }
practiced what I preached to others	{ }	{ }	acknowledged someone	{ }	{ }
overcame an obstacle in my direction	{ }	{ }	gave service to others	{ }	{ }
made rational decisions	{ }	{ }	made a new friend	{ }	{ }
worked on developing my skills and talents	{ }	{ }	did not make value judgements of others or on others	{ }	{ }
listened to good music or looked at a piece of art	{ }	{ }	kept commitments	{ }	{ }
worked on communication skills	{ }	{ }	kept all agreements	{ }	{ }
experienced personal growth	{ }	{ }	took the time to listen	{ }	{ }
made a contribution to myself	{ }	{ }	didn't lay my own trips on others	{ }	{ }
directed my energies into positive activities	{ }	{ }	worked on communication skills	{ }	{ }
PHYSICAL			gave love to others	{ }	{ }
exercised daily	{ }	{ }	gave someone a token of appreciation	{ }	{ }
ate a well balanced meal	{ }	{ }	made others feel lovable and capable	{ }	{ }
visualized good health	{ }	{ }			
tried to overcome hangups	{ }	{ }	ORGANIZATIONAL		
SPIRITUAL			set up weekly goals	{ }	{ }
thanked God for Life	{ }	{ }	planned days off	{ }	{ }
looked to God as my source	{ }	{ }	set up priorities	{ }	{ }
lived in the context of God and love	{ }	{ }	kept appointments on time	{ }	{ }
prayed for others	{ }	{ }	kept things organized	{ }	{ }
meditated and reflected	{ }	{ }	kept up with plans	{ }	{ }
recited positive affirmations	{ }	{ }	avoided procrastination	{ }	{ }
kept smiling	{ }	{ }	accomplished goals	{ }	{ }
practiced the "ohana" spirit	{ }	{ }	made my direction clear	{ }	{ }
nourished a hungry mind	{ }	{ }	followed up on my plans	{ }	{ }
watched the sun rise and set and thanked God for the gift of sight	{ }	{ }	FINANCIAL		
took time to appreciate the aesthetic beauty of nature	{ }	{ }	cleared up old debts	{ }	{ }
			balanced my check-book	{ }	{ }
			paid bills on time	{ }	{ }
			stayed within budget	{ }	{ }
			saved 10% of my gross income	{ }	{ }
			recorded income and expenses	{ }	{ }



FROM THE DESK OF WILLENE WAILANI BELL

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[illegible]

COMPLETED

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Summer 1978 HOE AKU I KA WA'A

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WEEKLY PLAN SHEET

WEEK OF _____

WEEKDAY PLANS

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MORNING					
7:00					
7:30					
8:00					
8:30					
9:00					
9:30					
10:00					
10:30					
11:00					
11:30					
12:00 - 1:00 LUNCH HOUR					
AFTERNOON					
1:30					
2:00					
2:30					
3:00					
3:30					
4:00					
4:30					
5:00					
5:30					
EVENING					
6:00					
6:30					
7:00					
7:30					
8:00					
8:30					
9:00					
9:30					
10:00					
10:30					

WEEKEND PLANS

SATURDAY

SUNDAY

YESTERDAY is a canceled check..TOMORROW is a promissary note..TODAY is cash..

Spend well the
NOW MOMENT.



From the desk of Willene Wailani Bell

