



THE  
KAMEHAMEHA  
SCHOOLS

8/4/81

Gordon,

Enclosed materials will  
bring you up to date on  
my dialogue with Sam Low.

*Neil*

Neil J. Hannahs

The Kamehameha Schools, Honolulu, Hawaii 96817

OFFICE OF THE PRESIDENT  
THE KAMEHAMEHA SCHOOLS  
Kapalama Heights  
Honolulu, Hawaii 96817

KAMEHAMEHA SCHOOLS / BERNICE PAUHI BISHOP ESTATE

June 22, 1981

Mr. Sanford H. Low  
[REDACTED]  
Boston, Massachusetts 02135

Dear Mr. Low:

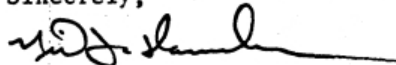
I have reviewed the prospectus of your proposed film project, "The Navigators," with great interest. The misinformed Kon Tiki by Heyerdahl and the mis-directed Hokule'a of National Geographic have left in their wake not only a void in the public's knowledge of Polynesian discovery and navigational feats, but also a number of misleading impressions.

Clearly, a film that accurately recounts the patterns and phenomenon of Polynesian settlement would contain a useful body of information and could help restore the dignity of Polynesians damaged in the aforementioned efforts.

While the scope and expense of "The Navigators" exceeds the capacity of The Kamehameha Schools/Bernice Pauahi Bishop Estate to underwrite independently, we will be considering the possibilities of cooperative-partial funding during our next budget period, fiscal year July 1982-June 1983.

Thank you for submitting the prospectus and best wishes in securing support that will enable this good idea to become a reality.

Sincerely,



Neil J. Hannahs  
Assistant to the President

NJH:ho  
bcc: Pinky Thompson  
Gordon Pianaia

# THE NAVIGATORS



July 29, 1981  
28 Kent Street  
Newburyport, Mass  
01950

Mr. Neil J. Hannahs  
Assistant to the President  
Kamehameha Schools  
Kapalama Heights  
Honolulu, Hawaii  
96817

Dear Neil,

This is going to be informal so bear with me, please. I want to remind you of the conversation we had about how THE NAVIGATORS might be useful to the curriculum at Kamehameha Schools.

First, I think the sixty minute version will be important to the general public, to all Polynesian people, and to courses in Hawaiian history on its own merits. In order to better fit into the classroom schedule, the film might be cut into two parts to be shown on consecutive days and discussed, or it might be shortened to 45 minutes, although this is more difficult and can be very expensive.

We discussed the idea for involving students more in the process of filmmaking and developing an idea or script with a beginning, middle and end. The process of making a film is really a metaphor for doing anything in life well. It requires research, detailed planning, writing, visualizing, telling a clear story, meeting deadlines, being responsible to the people filmed, objectivity, and discipline. Can the students at Kam be involved in this process in some way? My idea was to transfer all the film to video tape so that it can be screened and edited in a variety of different ways at the school. Some students may want to concentrate on making a short (15 minute?) videotape of navigation, perhaps adding their own graphics and interviews to the footage shot for THE NAVIGATORS. Others may want to follow another topic - how does an excavation work, what evidence and conjectures do archeologists make, how might other people from different backgrounds (videotaped by the students) see the subject differently? The list is almost endless. The products that result from these versions may be useful in teaching or showing on local public television or cable. But the process of making the videotapes should be the most important because it involves

both learning specific skills and the more general skills of self-discipline, clarity of thought, and writing skills required to produce any videotape, film or television program. Written study guides might accompany these new videotapes or be prepared to accompany the film itself.

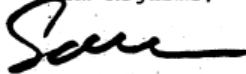
My part in all this would be to run a series of intensive workshops with the students to introduce them to the process and thought that went into THE NAVIGATORS and begin them on the road to forming their own ideas for videotapes. The actual production would probably be directed by your own staff. I would then hold one or two more workshops to help along the way and discuss the results.

I think that any film should have multiple uses to be really successful. In my classes in anthropology I have used films and study guides and some production in a variety of ways to involve students in their own analysis of themselves and of what it would be like to be part of another cultural world. It works. It's fun.

I would like to discuss Kam Schools support both of the film as it stands, and learn more of your reaction to these other uses that might be made of the film.

Let me know what you think.

Warm Regards,



Sam Low

OFFICE OF THE PRESIDENT  
THE KAMEHAMEHA SCHOOLS  
Kapalama Heights  
Honolulu, Hawaii 96817

KAMEHAMEHA SCHOOLS / BERNICE PAUHI BISHOP ESTATE

August 6, 1981

Mr. Sanford H. Low  
1256 Soldier Field Road  
Boston, Massachusetts 02135

Dear Sam,

I appreciate your taking the time to share your thoughts and ideas on ways to include the film, THE NAVIGATORS, in our high school curriculum. I found many of your suggestions to be both exciting and thought provoking.

I have sent copies of our correspondence to Gordon Pi'ianaia, Coordinator of the Hawaiian Studies Institute, and our High School Principal Tony Ramos for further review and consideration. As you will recall from our prior discussions, responsibility for decisions relating to curriculum development rests with these line administrators, not with a staff person such as myself.

With this caveat, I would like to offer some comments on the ideas proposed in your letter. First, it is my opinion that it would be better for students to view the film in its entirety on two consecutive days rather than cutting the film by fifteen minutes.

I also feel that offering our students the opportunities to ~~explore their interests~~ in the film-making process and to develop video editing skills would be very beneficial. However, whether our video productions program has matured to the level where it might accomodate such opportunities is another matter.

This raises an important point. In matters of curriculum, it is not enough for an activity to be intrinsically enriching. The ability of our program to manage and support the activity must be considered as well.

STUDENT  
RESEARCH  
WOULD BE  
IMPORTANT  
NOT ONLY FOR  
THEM BUT FOR  
THEMSELVES.  
AND IF THEIR  
INPUT IS OF  
HIGH VALUE,  
THEN WE WILL  
BENEFIT.

Sanford Low

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Having articulated my biases, I will now solicit comments from Gordon and Tony on your ideas. Perhaps, when you're in Honolulu again I can share their responses or arrange for you to meet with them.

Again, mahalo for sharing your thoughts and suggestions with me. I hope that your upcoming excursion to Huahine is worthwhile and rewarding for you and the film.

With best wishes always.

Sincerely,



Neil J. Hannahs  
Assistant to the President

NJH:sg