

Inter-island Ships

Crew — 6-12 — 18 yrs & up
10 yrs — youngest — needs
parents

Take easy trips down

Maui — Molokai

Molokai — Oahu

Oahu — Kauai

beam wind

Hawaii — West Coast (Hilo)

↓
Kauai

Maui

Contact schools — 300-400 children
a day.

Oct - Jan — subject to change

Select skipper for different islands —
Leon — Honolulu.

Proposal

OU,

Objectives: (2) research)

I To ~~do~~ further research the techniques & skills ~~needed for~~ used by the ancient Polynesians in long sea voyages

II To train young persons in the skills techniques & skills needed to make long voyages w/o the aid of navigational aids although they will be ~~not~~ used as a basis for documentation.

III To develop & disseminate materials on P. & Voyaging which will be ~~distributed~~ schools & community through pamphlets, books, workshop presentations, seminars & other media.

IV To use ~~Hoku-lea~~ as a floating classroom, where she will visit the outside islands from the islands as an instrument of instruction, making the learning experience multi-sensory - esp. ~~beneficial~~ ~~for~~ ~~students~~ ~~groups~~ of students that are ~~handicapped~~ to reach academically — who find traditional methods of curricula too difficult & uninteresting.

V To continue the

To continue _____ what already has been started.

Speaker: Proulx : p 8

The research committee, & ^{local representatives} ~~will~~
new members will make presentations utilizing films,
slide, models, & other audio & visual material.
An overview of Polynesian V. & Uruk's ~~is~~ will
be presented to community groups & organizations.

~~Last~~ During 1977-8 Lunde's reached a target audience of over 17,207 — ~~Because of~~ Orders

Kalani - alii names
 adjectives follow nouns —

Hauae'i - far off
 Hawaiki - legendary land

ka 'ohana
 the family

Pauahi
 Hale Ho'i'ike'ike
 o Kamehameha

ao
 au
 oe
 ol

Akua

'ahu'ua - cloud of cape

Ku

helmet - mahiole

Kuhio Kalaniana'ole

Kāne

feather lei hulu

Kapi'otani

the chief w/o measure

Iono

hale pe'a - little house

Kanaloa

house canoe

hale lau wa'a

Lili'oukalanani

person god pictures

Kalaipahoa

lei niho (teeth)

Katakaua

'aumakua

palaoa

Li holiho

Kapa

Kauikeasuli

hau - cordage plant

'ie'ie - dangling roots

* Ka'aha

'aha - coconut pennant

ho'o = prefix on 60% of words
 cause something to happen

'uki'uki - grass to dye

'ike - to see

le'auhala - tree

ho'ike'ike - to show

3 main types of fish

donā - fisher

chapel house

wauke - to beat kapa w/

Ko'i - adze - basalt

'o'o - digging stick

accent words on 2nd to last syllable

pili - to cultivate

Ki - ti plant

(lau)hiu - coconut leaf

Kō - sugar cane

'awa - narcotic plant

Kauhale

heiau

hale mua - men's eating house

" 'aine eating

" Kōkō to beat kapa

" noa free from kapa

Rough Draft 12/29

ABSTRACT

FOCUS: Area I. Training of Persons in Ethnic Studies

Level: Elementary Education

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

SPECIFIC OBJECTIVES:

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

APPROACH:

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

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

AMOUNT OF FUNDING REQUESTED: \$59,960.00

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

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

Budget Justification

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

c. Travel

Airfare - Interisland

1 RT Kauai-HNL-Kauai	50.00
1 RT Maui-HNL-Maui	50.00
4 RT HNL-Kauai-HNL (\$50.00 X 4)	200.00
4 RT HNL-Maui-HNL (\$50.00 X 4)	200.00

Per Diem

HNL: \$30.00/day X 4 days X 2 trainers	240.00
Kauai: \$30.00/day X 5 days X 3 staff	450.00
Maui: \$30.00/day X 5 days X 3 staff	450.00
Kauai: \$30.00/day X 10 days X 1 crew supervisor	300.00
Maui: \$30.00/day X 10 days X 1 crew supervisor	300.00

Mileage: 3,000 miles X \$.15	450.00
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Subtotal	2,690.00
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6.e. Supplies

1. Office Supplies

300.00

Subtotal

300.00

f. Contractual

Consultant in Polynesian Culture

1,000.00

Air Travel

100.00

Per Diem 2 days @ \$30.00

60.00

Consultant - Evaluation

2,000.00

Air Travel

100.00

Per Diem 2 days @ \$30.00

60.00

Consultant - Photographer

1,000.00

Subtotal

4,320.00

h. Printing

1. Printed materials

2,000 copies of work booklet and evaluation sheet

1,000.00

Subtotal

1,000.00

* j. Indirect Charges

3,000.00

Subtotal

3,000.00

TOTAL

\$59,960.00

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

Michael A. Tongg - President and attorney

Anthony Guerrero, Jr. - Treasurer and Vice President
First Hawaiian Bank

Kaipo Kauka - Vice President and Community Heritage
Coordinator for Hawaii Foundation for
History and Humanities

PART IV - PROGRAM NARRATIVE

1. OBJECTIVES AND NEED FOR THIS ASSISTANCE

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

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

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

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

Along with the social ills, the 1970's show a resurgence of interest and hope for the Hawaiian culture among Hawaiians. There is a 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 implementing Hawaiian studies into the school system and community. This was an amendment proposed by members of the Constitutional Convention of 1978.

A renaissance in Hawaiian culture is evidenced by the founding of the Polynesian Voyaging Society in 1973. Its purpose has been to do research work in Polynesian voyaging canoes, Polynesian navigational system, Polynesian culture and all the other arts and artifacts that made migration and settlement of the Hawaiian Islands possible by the first settlers. Multi-racial members of the society built the Hokule'a, a double hulled canoe, in 1974, trained a crew in 1975, and sailed from Hawai'i to Tahiti 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. Multi-racial builders of the canoe found that centuries before Columbus, Polynesians aboard voyaging canoes had explored a huge triangle of the earth's surface, with Hawai'i, Easter Island and New Zealand as its outer limits. Guided by the stars, currents, and ocean swells, they accomplished incredible feats of navigation and seamanship as they sailed across thousands of miles of open ocean.

Though Hokule'a was built mainly of modern materials, such as plywood and fiberglass, her lines were authentic and reconstructed from sketches by explorer Captain 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 without relying on any navigational instruments. Mau was assisted by Rodo Williams, a Tahitian and former schooner captain, and David Lewis, a Caucasian who had studied with traditional navigators in Tonga and Micronesia. None of the three used any instruments during the voyage, nor did they receive any hint of their position from the escort vessel that accompanied Hokule'a on this 3,000 mile journey. Half of the crew who went on the voyage were Hawaiians. Hokule'a reached Tahiti after 34 days and was received by a jubilant crowd of 15,000 Tahitians, the largest crowd in the memory of that island.

Hokule'a received national and international acclaim because the National Geographic Society filmed the magnificent and historic journey. They also published 3 separate articles about Hokule'a in their magazine. Hokule'a has become a legacy and symbol of Hawai'i, a success story that needs to be shared. Slides, pictures, and logs were taken when Hokule'a made her incredible trip.

2

All these materials need to be made more readily available. Hokule'a can be used as a floating classroom. The experience for students and teachers to feel, touch, and see an authentic Polynesian replica of the canoes that brought the first settlers to Hawai'i would be an unforgettable and valuable educational tool. It could help guide Hawaiians back to their roots and give them insight into the awesome courage and intelligence of their ancestors. It can also explode the myths and negative stereotyping about Polynesians.

2. RESULTS OF BENEFITS EXPECTED

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

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

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

3. Demonstrate the value of a multi-ethnic approach by explaining the unique components of Polynesian voyaging, crafts, artifacts.
4. Effectively use the curriculum materials provided by the Polynesian Voyaging Society.
- c. Providing an opportunity for approximately 3,490 children from 5 geographical areas to experience boarding and learning about a replica of a 60 foot Polynesian canoe.
- d. Developing with the assistance of the Department of Educational Psychology an evaluation of this project to determine the overall training effects of the course.

3. APPROACH a.

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

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

During October and November, the two trainers and crew supervisor will organize the educational materials of the Polynesian Voyaging Society and plan the curriculum that will be implemented at the five regional sites selected for the distribution of curriculum materials. In October, the Polynesian Voyaging Society will distribute information regarding the availability of instructional materials regarding Polynesian voyaging. This will be done through the Department of Education channels and through a one day workshop to be held at Kamehameha Schools on Discoverer's Day, October 8. During November and December the Polynesian Voyaging Society trainers will develop the educational materials while hosting visits from elementary school teachers and classes in the

Honolulu area. Also during December, four staff persons from the four participating HARPS schools will meet on O'ahu for 4 days of training regarding use of Polynesian voyaging curriculum materials. They will take back with them to their schools the materials and information developed by the Polynesian Voyaging Society and will establish permanent satellite resource and training centers regionally. They will advertise locally their functions in this project and will schedule schools, teachers and various organizations to visit the canoe as it visits their region.

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

the canoe will sail to Kahului Harbor on Maui where Piahi School will host and coordinate canoe activities.

The dates given as sailing times are approximate and will be influenced by weather and condition of the canoe. The scheduling of the visits of the canoe is also affected by the seasons. The channels between the islands are usually 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.

Staff from the Polynesian Voyaging Society will spend at least 15 days cumulative time at each of the satellite centers on Maui and Kauai to supervise and evaluate trainers. On O'ahu as much time as necessary will be spent for training and evaluation of centers at the Windward and North Shore centers. The crew supervisor will spend at least 10 days at each of the locations of the canoe.

3. APPROACH b.

QUANTITATIVE MONTHLY PROJECTIONS OF NUMBERS OF PERSONS
SERVED AND TRAINED -

<u>Month</u>	<u>Activity Schedule</u>
October	Two trainers and the crew supervisor will organize the curriculum materials with assistance from the curriculum consultant. A one day workshop will be held for the public and especially public school teachers regarding the availability of this project on Discover's Day.
November	Twenty teachers from the Honolulu District will be trained by the Polynesian Voyaging Society staff and approximately 400 children may be scheduled to visit the canoe. <i>Letter to the</i> <i>400 children</i>
December	Fifteen teachers from the Honolulu District will be trained and approximately 300 children may visit the canoe. Four satellite resource center trainers will attend a four day workshop in Honolulu to be trained for this project.
January	Fifteen teachers from the Windward O'ahu District will be trained at Kaneohe Bay by the Seagull School satellite trainer with assistance from the Polynesian Voyaging Society staff. Approximately 330 children may visit the canoe.

February	Same
March	Same
April	Fifteen teachers from the North Shore District of O'ahu will be served at Haleiwa boat harbor by the Rainbow School satellite trainer with assistance from the Polynesian Voyaging Society staff. Approximately 300 children may use the canoe facilities.
May	Same
June	Fifteen adults from Kauai will be trained by the Island school satellite trainer with assistance from the Polynesian Voyaging Society staff. Approximately 300 children will use the canoe facilities.
July	Same
August	Fifteen adults from Maui will be trained by the Piahi School satellite trainer with assistance from the Polynesian Voyaging Society staff. Approximately 300 children will use the canoe facilities.
September	Same

3. APPROACH c.

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

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

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

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

3. APPROACH d.

<u>Cooperating Institutions</u>	<u>Nature of Effort</u>
1. Department of Education State of Hawaii	They will disseminate publicity and information regarding the availability of the satellite resource centers and the Hokule'a.

2. Kamehameha Schools

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

3. Bishop Museum

They will provide office space at below market value.

4. Alu Like

They will provide copying service.

5. Hawaii Association of Rural Private Schools (HARPS)

Each of the HARPS school will provide staff persons with 4 days of paid release time for training in December. They will provide transportation for Polynesian Voyaging Society staff and consultants while on Maui and Kauai. They will donate facilities for the permanent storage of curriculum materials and after the project year will continue to act as resource persons.

6. Department of Transportation Harbors Facilities

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

ABSTRACT

FOCUS: Area I: Training of Persons in Ethnic Studies

Level: Elementary Education

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

Specific Objectives:

1. Train teachers and other professionals in ethnic studies to identify and become knowledgeable with what Polynesian voyaging resources exist and to make Hokule'a(double-hulled canoe) available for instructional use.
2. Help trainees understand the theoretical concepts, methodologies and major trends that constitute the area of Polynesian voyaging and how important the double-hulled canoe is in Polynesian culture.
3. Help trainees to gain insight into the uniqueness of Polynesian voyaging and culture so that ethnicity can be taught more effectively.
4. Provide trainees with knowledge of how Polynesian voyaging contributes an understanding of the American multi-ethnic experience.
5. Instruct trainees on how to use Polynesian voyaging materials and Hokule'a so that students can learn about their own ethnic values and lifestyles and also those of others; enabling them to interact in a meaningful, culturally enriching manner with persons of diverse ethnic backgrounds.

APPROACH: The project is organized in two stages:

The first stage, structured to accomplish objective 1, involves the implementation of the use of Hokule'a(Double-hulled canoe) a teacher's guide, children's books, student activity book and audio-visual aids to serve as practical and functional guides to help ethnic studies personnel become acquainted with the wide scope of Polynesian voyaging, through in-service training,(workshops and such)

ILLEGIBLE

ILLEGIBLE

Stage two involves the development and implementation of a training course designed to accomplish objectives 1 to 5 so that teachers, students and other personnel will gain expertise in the area of Polynesian voyaging and its relevance for understanding ethnic identity, interethnic communication and relations and the process of American multi-culturalism.

Amount of Funding Requested: \$60,000

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

ILLEGIBLE

that will be implemented at the five regional sites selected for the distribution of curriculum materials. In ~~November~~^{October}, 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~~

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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 ~~can~~ 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.

POLYNESIAN VOYAGING SOCIETY
EDUCATION COMMITTEE
JANUARY-FEBRUARY 1981 PROGRESS/STATUS REPORT

The following report for the months of January and February 1981 from The Education Committee summarizes the work that has been 1) accomplished, 2) initiated, or 3) not begun.

1. POLYNESIAN SEAFARING HERITAGE: Books are being made available through a) direct contact, b) selected outlets, c) selected mailings, or d) word of mouth. Selected as used in this section related to educators.

1. 1000 books received	1000
2. books given as gifts	55
3. books sold through January	216
4. books sold - February	60
5. books remaining	669

Books are being sold at a cost of \$10.00 plus \$.40 tax. Neighbor Island requests are being charged an additional cost for postage. Where possible, Hawaiian Studies Institute staff members making neighbor island visitations will aid in the sale and delivery of books.

* End of January income from book sales \$2445.80
End of February income from book sales \$ 270.20

2. WORKSHOPS: No workshops have been scheduled at this time though there has been inquiry from the Neighbor Islands. The Hawai'i State Council on Social Studies has already said that they would like to conduct another workshop with the Education Committee of the PVS in the future. No definite date has been set.
3. SPEAKERS BUREAU: Presentations have been given and there are a number that have been scheduled on availability of resource people.

Classroom Presentations: July 1980 - February 1981:
Students 589
Adults 805

Prior to any presentations, a brief and introduction on materials available is given to individual(s)

requesting the services of a presentation.

Reports to date on presentations have not been received by the following:

Nathan Wong
Michael McGuire
Patrick Aiu
Chad Babayan
Sam Kaai
Marion Lyman Mersereau
Polynesian Voyaging Society Office

It is imperative all information of "presentations" be submitted to the Education Committee. At the end of the school year, totals can be reported and submitted also giving the Education Committee as to how we can improve or devise the handling of the Speakers Bureau in a more control method.

* Expenses incurred for the Speaker's Bureau -
(See item #5)
(Displays, Materials, Equipment, etc.)

4. CANOE VISITATIONS: Scheduled on availability of resource people and on a very limited basis. When requested, a brief introduction on Polynesian voyaging and the Hokule'a is given prior to a visitation when possible.

* Expenses incurred = None

5. DEVELOPMENT OF INSTRUCTIONAL/EDUCATIONAL MATERIALS:

- A. Super 8 movie being developed with only expenses being cost of materials and supplies. Hopefully, at least 4 copies can be produced. Completion date around March.

* Expenses through month of Jan/Feb. \$84.00

- B. A slide presentation to be used for presentation at schools or other events is being put together with what slides are available. The Education Committee does not have access to all slides from the 1980 project.

* Expenses through month of Jan/Feb. \$67.65

** Note: Equipment for slide/movie presentations, editing, sorting, etc., will have to be purchased. Estimated cost about \$500.00.

ILLEGIBLE

C. Photo displays: additional displays like those produced by Punahou School to be developed. Requests for these displays on a loan basis to schools and libraries and for use at presentations cannot presently be met.

xx Need negatives; estimated cost to produce four additional sets = \$500.00.

6. TRAINING PROGRAM:

A. The Education Committee has been tasked to provide a training program for Sea Trek Hawai'i. This is being done and meetings have been held with their representative.

7. The following are receiving no attention at this time due to a lack of support or materials:

- A. Chant/Song Project
- B. Pictorial Book Project
- C. Development of film strips.

8. BOOK FAIRS: The Education Committee participated at the Kapalama Book Fair but missed out on the Institute Day and Windward Fairs. During the month of February, we participated at the Big Island Book Fairs.

* Expenses through month of Jan/Feb. \$ 125.00

9. EDUCATION COORDINATOR POSITION:

A.	Salary through January	\$800.00
B.	Salary through February	\$800.00
C.	Other expenses incurred:	
	Mileage (unpaid)	\$ 50.00
	Postage	\$ 25.00

10. IN-KIND SERVICES Provided to the Education Committee by the Hawaiian Studies Institute:

- Office space/support: (includes office furniture, phone, electricity, insurance coverage, typewriter, copy machine, postal service, rapid copy services, custodial services, paper and other supplies \$1,400.00

- Staff support: (includes Hawaiian Studies Institute staff support - O'ahu and Maui, nightly security, AV services for tape duplication, rapid copy, personnel, etc.) \$680.00
- Other support: book binding, freight charges, workshop facilities/support, film duplication/materials, etc. \$440.00
- * Estimated total in-kind services for January/February 1981 \$2,520.00

SUMMARY OF INCOME/EXPENDITURES FOR JANUARY/FEBRUARY 1981

RECEIVED:

Balance Brought Forward (Sept/Dec)	\$3,385.12
Books - January	364.00
Books - February	270.20
Donations - January	1,162.65
Donations - February	1,351.95
TOTAL:	\$6,533.92

EXPENSES:

Salary - January	\$ 800.00
Salary - February	800.00
Film Processing	67.65
Movie Project	84.00
Postage	25.00
Workshops	125.00
Computer Program	179.00
PVS Children's Books	169.50
Miscellaneous expenses	327.03
PVS General Fund	2,000.00
TOTAL:	\$4,577.18
BALANCE - FEBRUARY 1981	\$3,967.24

Medallions given as gifts = 63
 Donations over \$500 received = None

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POLYNESIAN VOYAGING SOCIETY
EDUCATION COMMITTEE
APRIL 1981 PROGRESS/STATUS REPORT

The following report for the month of April 1981 from the Education Committee summarizes the work that has been on-going.

1. POLYNESIAN SEAFARING HERITAGE BOOKS:
Books received 1000
Books distributed through 2/18/81 331
Balance on hand as of 3/31/81 535
Books sold - April 1981 34
Balance on hand as of 4/30/81 501

April income from book sales \$303.60
- * Polynesian Voyaging Society has 65 books outstanding:
Invoice #7602 - 2/2/81 48
(General Membership meeting)
Invoice #7603 17
(Boat Day, Pier 18)
2. WORKSHOPS: No workshops have been scheduled this month.
3. SPEAKERS BUREAU: 4 presentations were given for the month of April to a total of 1618 participants.
Student 118
Adults 1500

Speakers Bureau participants:

JoAnne Sterling
Leon Sterling
Charles Larsen
Marion Lyman Mersereau
Gordon Pi'ianai'a
Nainoa Thompson
Will Kyselka

Expenses incurred: None

ILLEGIBLE

4. CANOE VISITATIONS: During the month of April there were no visitors to the Hokule'a.

Expenses incurred: None.

5. DEVELOPMENT OF INSTRUCTIONAL/EDUCATIONAL MATERIALS; On-going projects for films, slides and posters.

Expenses incurred: \$736.62
(Photo & Sound - slide projector \$616.36
Film processing 12.44
Film processing 31.90
EMC Corp - '80 trip film to VTR) 75.92

6. TRAINING PROGRAM: On-going.

7. EDUCATION COORDINATOR POSITION: On-going

Expenses incurred: Salary for April 1981 \$400.00
Other expenses incurred: office supplies 25.94

8. IN-KIND SERVICES provided to the Education Committee by the Hawaiian Studies Institute/Kamehameha Schools:

- Office space/support: (includes office furniture, phone, electricity, insurance coverage, typewriter, copy machine, postal service, rapid copy services, custodial services, paper and other supplies.
- Staff support: (includes Hawaiian Studies Institute staff support, nightly security, AV services for tape duplication, personnel, etc.)
- Other miscellaneous support services.

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SUMMARY OF INCOME/EXPENDITURES FOR APRIL 1981

RECEIVED:

Balance Brought Forward	\$5515.43
Books - April 1981	303.60
Donations - April 1981	140.00
BALANCE:	\$5959.03

EXPENSES:

Salary - April 1981	\$ 400.00
Office supplies	25.94
Development of Instructional Mtls.	724.18
Research/Navigation	12.44
TOTAL EXPENSES;	\$1162.56

BALANCE AS OF APRIL 30, 1981	\$4796.47
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Medallions given as gifts	4
Donations over \$500.00 received	none

^

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ILLEGIBLE

News Bits:

-3-

Flora and her family from Air New Zealand visited; gives regards to all especially to Mike Tonga from Air New Zealand gang.

Hokule'a's birthday was on Sunday, March 8. The gang from the Hawaiian Studies Institute along with crew members CAPTAIN GORDON PI'IANAI'A, FIRST MATE LEON PAOA STERLING, NAVIGATOR NAINOA THOMPSON, JOHN KRUSE AND JOANNE KAHANAMOKU STERLING celebrated the event on Friday, March 6 with a Hawaiian luncheon aboard Hokule'a.

At 4:45PM Tuesday, April 14, 1981 Hokule'a departed from Honolulu Harbor with the following crew: Captain Gordon Pi'ianai'a, First Mate Leon P. Sterling, Navigator Nainoa Thompson, Harry Ho, Jo-Anne K. Sterling, Buddy McGuire, Leo Goas (14 years old), Nu'ulani Atkins. Majority of 1980 crew members were called to celebrate April 14, 1980 as the day of "first landfall". Return Honolulu Harbor Wednesday April 15 at 7:00 A.M. See attached Captain's check list.

Friday
April 14, 1981
11:45pm

CAPTAIN'S CHECKLIST

The Captain is responsible for HÖKŪLE'A and all personnel. This list is to assist HIM/HER to ensure the safety of the vessel and her crew. After checking each item, the CAPTAIN must sign on the last page of this form.

- I. go A. CREW PICKED, INFORMED ON SAIL, AND READY.
- go B. ALL PERSONNEL INFORMED ON TIME OF DEPARTURE, ESTIMATED VOYAGE TIME, AND ESTIMATED TIME OF ARRIVAL.
- NA C. INFORM ALL PERSONNEL TO ARRANGE FOR OWN TRANSPORTATION HOME AFTER ARRIVAL.
- NA D. ARRANGE FOR TOW BOAT IF NEEDED.
- NA E. APPROVAL OBTAINED AND ARRANGEMENTS MADE FOR ANCHORAGE.
- Kahuna
off F. ARRANGE FOR KAHU TO PERFORM PULE.

go - Gordon
NA - Not Applicable

PERSONNEL ON BOARD HOKULE'A

- crew informed*
NA A. WAIVERS SIGNED BY EACH PERSON ON BOARD.
- JP B. INFORM ALL PERSONNEL - NO ALCOHOLIC BEVERAGES,
DRUGS.
- JP-LEON C. INSTRUCT ALL PERSONS ON MAN OVERBOARD
PROCEDURES.
- LEON D. MAKE SURE EVERYONE KNOWS WHERE LIFE JACKETS
AND MEDICAL KIT LOCATED.
- JP E. RESPONSIBILITIES - ESTABLISH WATCHES AND
STEERING WITH LENGTH OF TIME FOR SHIFTS.
- JP-OR F. CHECK TO SEE THAT EACH PERSON ON BOARD CAN
SWIM.

HOKULE'A AND EQUIPMENT

- g A. HULLS OKAY - NO DAMAGE
- g B. ALL COMPARTMENTS COMPLETELY DRY
- g C. TWO ANCHORS AND ANCHOR LINES (FOR BOW AND STERN)
- g D. FOUR PUMPS, ONE IN EACH END COMPARTMENT (CHECK IF WORKING)
- g E. TWO HAND BUCKETS AND TWO HAND BAILERS
- g F. FOUR SECURING LINES, ONE IN EACH END COMPARTMENT
- g *Lean improvised STRONG LIGHT RIG*
G. RUNNING LIGHTS - ONE RED/GREEN, ONE WHITE (CHECK IF WORKING)
- lean H. REPAIR EQUIPMENT (CHAFFING GEAR, SAIL PATCH KIT, 2 KNIVES, BLACK TAPE, SPARE SMALL LINE, BATTERIES FOR LIGHT) IN #5 COMPARTMENT.
- lean I. INSPECT TOWING BRIDEL, BOTH LINE AND IAKO
- g-lean J. INSPECT SAILS FOR HOLES, CHAFFING. REPAIR IF NEEDED.
- lean K. INSPECT ALL RUNNING GEAR - STAYS, SHROUDS, SHEET LINES FOR SECURE TIES AND WEAR.
- lean L. OPEN UP BOTH SAILS, CHECK ALL LINES, TRICE UP IF ALL CLEAR.
- lean *g* M. INSPECT OUTBOARD MOTOR, MOUNT, AND CHECK IF SUFFICIENT FUEL. *Engine runs real well!*

NA N. REGULAR PADDLES - AT LEAST SIX ON BOARD

Leon-Buddy O. THREE STEERING SWEEPS, ALL OPERATIONAL

NA P. TWO STEERING PADDLES, ALL OPERATIONAL

Leon Q. CHECK ALL RAILS - ALL SECURELY TIED DOWN

JP - crew R. ALL HATCH COVERS CLOSED AND CORDS SECURED
TO COVERS.

JP S. TOW LINE IN FORWARD HATCH (NOT ANCHOR LINE)

JP-Hor (2 onboard) T. HAND LIGHT (FLASHLIGHT)-OPERATIONAL WITH EXTRA
BATTERY

NA U. FOUL WEATHER GEAR IF NEEDED - *Individual concern.*

NA V. SLEEPING BAGS IF NEEDED

SAFETY EQUIPMENT

JP A. LIFE JACKETS (ONE PER PERSON, STORED IN EACH
COMPARTMENT. TWO PER COMPARTMENT.

JP B. FIRST AID KIT

JP C. (2 onboard) FIRE EXTINGUISHER

JP - Joanne D. FLARES AND SURVIVAL EQUIPMENT

SUPPLIES

- JP A. AT LEAST TWO GALLONS FRESH WATER ON BOARD
JP B. FOOD - SUFFICIENT FOR TRIP
NA C. FISHING GEAR - *should have taken!*

ARRIVAL CHECK LIST

*upon arrival canoe cleaned,
all gear removed and returned
to base house. Vessel secured.*

- A. ASSIGN WATCH WHILE HÖKÜLE'A IS AT ANCHOR *JP*
 B. ACCOUNT FOR ALL EQUIPMENT BEFORE LEAVING HÖKÜLE'A
 1. THREE SWEEPS
 2. TWO STEERING PADDLES
 3. ALL REGULAR PADDLES
 4. ALL LIFE JACKETS
 5. TWO ANCHORS AND ANCHOR LINES
 6. FOUR PUMPS
 7. TOW LINES
 8. HAND LIGHT
 9. FIRE EXTINGUISHER, FLARES, SURVIVAL EQUIPMENT
 C. SECURE ALL EQUIPMENT IN LOCKED HATCH: i.e.,
RUNNING LIGHTS, FIRST AID KIT, AND OTHER SMALL GEAR.
 D. REPORT UNUSUAL INCIDENTS IMMEDIATELY (DAMAGE,
PERSONNE, LOSS ETC)

- ☐ E. PUT ALL GEAR POSSIBLE IN HATCHES
- ☐ F. TRIST SAILS - LOWER SPARS - LOWER OR RAISE
MASTS WHERE NEEDED.
- ☐ G. ALL ANCHORS AND/OR LINES SECURED PROPERLY FOR
ALL WEATHER CONDITIONS.
- ☐ H. BOAT AND ALL HATCHES CLEANED AND HATCHES
PUMPED DRY.
- ☐ I. CLOSE ALL HATCH COVERS
- ☐ J. REPORT ARRIVAL

I or my FIRST MATE have personally checked all items above
and affix my signature to attest to this fact.

SIGNED: _____

CAPTAIN

FIRST MATE

DATE

LOCATION

DEPARTURE TIME

ARRIVAL DEPARTURE

REMARKS:

Cook house not used. Cold,
raining + wet - but great. Need
to do more overnite hauls off Honolulu.
go 46

POLYNESIAN VOYAGING SOCIETY
EDUCATION COMMITTEE
MAY 1981 PROGRESS/STATUS REPORT

The following report for the month of May 1981 from the Education Committee summarizes the work that has been on-going.

1. POLYNESIAN SEAFARING HERITAGE BOOKS:
- | | |
|------------------------------------|----------|
| Books received | 1000 |
| Balance on hand as of 4/30/81 | 501 |
| Books sold - May 1981 | 28 |
| Balance on hand as of May 31, 1981 | 473 |
| May income from book sales | \$279.14 |
- * Polynesian Voyaging Society has 65 books outstanding:
- | | |
|------------------------------|----|
| Invoice #7602 - 2/28/81 | 48 |
| (General Membership meeting) | |
| Invoice #7603 | 17 |
| (Boat Day, Pier 18) | |
2. WORKSHOPS: No workshops have been scheduled this month.
3. SPEAKERS BUREAU: 4 presentations were given for the month of May to a total of 247 participants.
- | | |
|----------|-----|
| Students | 235 |
| Adults | 12 |
- Speakers Bureau participants:
- JoAnne Sterling
Marion Lyman Mersereau
Gordon Pi'ianai'a
Nainoa Thompson
- Expenses incurred: None

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4. CANOE VISITATIONS: During the month of May there were no visitors to the Hokule'a.

Expenses incurred: None.

5. DEVELOPMENT OF INSTRUCTIONAL/EDUCATIONAL MATERIALS:
On-going projects for films, video tapes.

Expenses incurred: \$353.07

(Audio Visual Company	\$ 63.00)
(Video Center	\$160.00)
(Audio tapes	\$120.07).
(Register of Copyright	\$ 10.00)

6. TRAINING PROGRAM: On-going.

7. EDUCATION COORDINATOR POSITION: On-going till June 30, 1981.

8. IN-KIND SERVICES provided to the Education Committee by the Hawaiian Studies Institute/Kamehameha Schools:

- Office space/support: (includes office furniture, phone, electricity, insurance coverage, typewriter, copy machine, postal service, rapid copy services, custodial services, paper and other supplies.
- Staff support: (includes Hawaiian Studies Institute staff support, nightly security, AV services for tape duplication, personnel etc.)
- Other miscellaneous support services.

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SUMMARY OF INCOME/EXPENDITURES FOR MAY 1981

RECEIVED:

Balance Brought Forward	\$4796.47
Polynesian Seafaring Heritage Books, May, 1981	\$ 279.14
Children's Books	\$ 26.90
Donations - May 1981	-0-
 BALANCE:	 \$5102.51

EXPENSES:

Salary - May 1981	\$ 400.00
Office Supplies	\$ 39.07
Development of Instructional Materials	\$ 353.07
 TOTAL EXPENSES:	 \$ 792.14
 BALANCE AS OF MAY 31, 1981	 \$4310.37
 Medallions given as gifts	 None
Donations over \$500.00 received A	None

May
POLYNESIAN VOYAGING SOCIETY
EDUCATION COMMITTEE
~~APRIL~~ 1981 PROGRESS/STATUS REPORT

1018
88
1106
238
42
287

The following report for the month of *May* 1981 from the Education Committee summarizes the work that has been on-going.

1. POLYNESIAN SEAFARING HERITAGE BOOKS:

Books received	1000
Books distributed through 2/10/81	991
Balance on hand as of 3/31/81 <i>430/81</i>	505 501
Books sold - April 1981 <i>May 1981</i>	92 28
Balance on hand as of <i>4/30/81</i> <i>5/31/81</i>	501 473

May April income from book sales. \$203.50 279.14

* Polynesian Voyaging Society has 65 books outstanding:

Invoice #7602 - 2/2/81	48
(General Membership meeting)	
Invoice #7603	17
(Boat Day, Pier 18)	

2. WORKSHOPS: No workshops have been scheduled this month.

3. SPEAKERS BUREAU: 4 presentations were given for the month of ~~April~~ to a total of ~~1410~~ participants.

Student	110 235 <i>347</i>
Adults	1500 12

Speakers Bureau participants:

- ✓JoAnne Sterling
- ✓Leon Sterling
- ✓Charles Larsen
- ✓Marion Lyman Mersereau
- ✓Gordon Pi'ianai'a
- ✓Nainoa Thompson
- ✓Will Kyselke

Expenses incurred: None

May 13 - 95 - merica
May 21 - 100 - daniel

1018

4. CANOE VISITATIONS: During the month of ^{May}~~April~~ there were no visitors to the Hokule'a.

Expenses incurred: None.

5. DEVELOPMENT OF INSTRUCTIONAL/EDUCATIONAL MATERIALS;
On-going projects for films, ~~slides and posters~~, *video tape*

Expenses incurred: ~~\$736.62~~ 792.14
(Photo & Sound - slide projector \$616.36
Film processing 12.44
Film processing 31.90
EMC Core - '80 trip film to VTR) 75.92

6. TRAINING PROGRAM: On-going.

7. EDUCATION COORDINATOR POSITION: On-going *Till June 30, 1981*

Expenses incurred: Salary for ^{May}~~April~~ 1981 \$400.00
Other expenses incurred: office supplies ~~25.94~~ 39.07

8. IN-KIND SERVICES provided to the Education Committee by the Hawaiian Studies Institute/Kamehameha Schools:

- Office space/support: (includes office furniture, phone, electricity, insurance coverage, typewriter, copy machine, postal service, rapid copy services, custodial services, paper and other supplies.
- Staff support: (includes Hawaiian Studies Institute staff support, nightly security, AV services for tape duplication, personnel, etc.)
- Other miscellaneous support services.

*Audio Visual Co — 63.00
Video Center — 160.00
Audio Tape — 120.07
Register of Copyright — 10.00*

SUMMARY OF INCOME/EXPENDITURES FOR ^{May} APRIL 1981

RECEIVED:

Balance Brought Forward	\$5515.43	4796.57
PSH Books - ^{May} April 1981	202.60	279.14
Donations - April 1981 ^{May} children Books	140.00	26.90
		→ 0
BALANCE:	\$5952.03	5102.51

EXPENSES:

Salary - ^{May} April 1981	\$ 400.00	400.00
Office supplies	25.94	39.07
Development of Instructional Mtls.	724.18	353.07
Research/Navigation	12.44	
TOTAL EXPENSES;	\$1162.56	792.14

63.00
 100.00
 120.07
 10.00
 353.07

BALANCE AS OF ^{May} APRIL 30, 1981 \$4796.47 4310.37 ✓

Medallions given as gifts none

Donations over \$500.00 received none

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[illegible]

POLYNESIAN VOYAGING SOCIETY
EDUCATION COMMITTEE
JUNE 1981 PROGRESS/STATUS REPORT

The following report for the month of June 1981 from the Education Committee summarizes the work that has been on-going.

1. POLYNESIAN SEAFARING HERITAGE BOOKS:

Books received	1000
Balance on hand as of 5/31/81	473
Books sold - June 1981	27
Balance on hand as of June 30, 1981	446
June income from book sales	\$283.40
- * Polynesian Voyaging Society has 65 books outstanding:

Invoice #7602 - 2/28/81	48
(General Membership meeting)	
Invoice #7603	17
(Boat Day, Pier 18)	
2. WORKSHOPS: No workshops have been scheduled this month.
3. SPEAKERS BUREAU: 2 presentations were given for the month of June to a total of 130 participants.

Students	-0-
Adults	130

Speakers Bureau participants:
JoAnne Sterling
Marion Lyman Mersereau
Gordon Pi'ianai'a

Expenses incurred: None

4. CANOE VISITATIONS: During the month of June there were no visitors to the Hokule'a.
Expenses incurred: None.
5. DEVELOPMENT OF INSTRUCTIONAL/EDUCATIONAL MATERIALS: On-going projects for films, video tapes.
Expenses incurred: \$489.84
A Catered Affair \$489.84
6. TRAINING PROGRAM: On-going.
7. EDUCATION COORDINATOR POSITION: Terminates June 30, 1981.
8. IN-KIND SERVICES provided to the Education Committee by the Hawaiian Studies Institute/Kamehameha Schools:
 - Office space/support: (includes office furniture, phone, electricity, insurance coverage, typewriter, copy machine, postal service, rapid copy services, custodial services, paper and other supplies.
 - Staff support: (includes Hawaiian Studies Institute staff support, nightly security, AV services for tape duplication, personnel etc.)
 - Other miscellaneous support services.

SUMMARY OF INCOME/EXPENDITURES FOR JUNE 1981

RECEIVED:

Balance Brought Forward	\$4310.37
Polynesian Seafaring Heritage Books, June, 1981	\$ 283.40
Children's Books	-0-
Donations - June 1981	-0-
BALANCE:	\$3703.63

EXPENSES:

Salary - June 1981	\$ 400.00
Office Supplies	\$ -0-
Development of Instructional Materials	\$ 489.84
TOTAL EXPENSES:	\$ 889.84

BALANCE AS OF JUNE 30, 1981	\$3703.63
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Medallions given as gifts	None
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Donations over \$500.00 received	None
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