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SOLD TO: Chuck Larson
Polynesian Voyaging Society
B9 19000-A
Honolulu, Hawaii 96819

INVOICE NUMBER
82-2682

INVOICE DATE
10-11-82

CUST. ORDER NO.		TITLE	ORDERED BY	
		Hokulea	National Geographic Society	
W. O. NO.	DESCRIPTION		UNIT	TOTAL
4026	129-Color Rev. Inserts-4585ft.		.325	\$1,490.13

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1. The vast water and island world of Polynesia once was the most extensive nation on earth.
2. It was a world colonized and populated by voyagers who shared a common heritage.
3. The connecting link was the voyaging canoe.
4. On Wednesday, July 10, 1985, the Hokule'a began a 27 month voyage to all the major *island* groups in Polynesia.
5. The crew is made up mostly of persons from Hawaii but also includes ~~persons~~ *persons* from the island groups visited; Tahitians, Cook Islanders, New Zealand Maoris, Tongans and Smaoans.
6. Shorty Bertleman of the Big Island is captain ~~on~~ *for* the first leg of the voyage to Tahiti.
7. The Navigator is Nainoa Thompson. Using only stars, wave ~~patterns~~ *patterns* and flight patterns of birds he will demonstrate that ancient Polynesian sailors did indeed have the ability to find distant islands and return home again.
8. Hokule'a's departure point from Hawaii is the small isolated fishing village of Milolii on the South Kona coast of the Big Island.
9. Several days are ~~spent~~ *spent* here before the canoe is ready to leave. The village's small population goes all out in extending their aloha and hospitality to the crew.
- 01 After 10 days of preparation and waiting for the right conditions, Hokule'a is ready to depart Milolii.
11. Ahead lies over 2,000 miles ~~to~~ *that must be crossed* open ocean before reaching ~~the~~ *the* first destination of Tahiti.
12. A 68 foot schooner will follow Hokule'a to provide communication in case of emergency.
13. On board the schooner are two brothers, 10 year old Robin and 15 year old Denny. Their school for the next two ~~years~~ *years* will be on board their yacht and on the islands ~~that~~ *that* Hokule'a visits.
14. This is ~~the~~ *the* third voyage ~~to~~ *of* the Hokule'a to Tahiti.
15. Cloudy, overcast ~~ksys~~ *skys* make the voyage cold and difficult.

16. The navigation process which usually relies on the location of the sun and stars now must depend primarily on wave patterns to show the way.

17. Fishing is good on this trip.

18. Mau Pialug, a Micronesian who was Nainoa's teacher is on board and gladly prepares these fish.

19. On sunny days the extra fish are cut into strips and dried.

20. On board the schooner Denny also catches fish.

21. ^{Denny, the} ~~the~~ Micronesian ^{is} ~~is~~ the most respected man on the canoe. His presence adds to the confidence of the crew.

22. Flight patterns of birds help show the way to Tahiti.

23. The net stretched between the hulls in ^{front} ~~front~~ of the canoe provides a place for a refreshing bath. of salt water.

24. An important person is the cook who uses a small stove to prepare a variety of hearty meals.

25. Clothes are washed ^{also} ~~in~~ buckets of salt water.

26. After 31 days Hokule'a arrives in Tahiti.

27. For the third time the canoe has made the voyage ^{to} ~~of~~ Tahiti that demonstrates the ability of the ancient Polynesians to navigate and sail long distances.

28. Robin and Denny join the happy ^{crew} ~~crew~~ of the Hokule'a as it is welcomed at ceremonies.

29. Tahiti, the largest island in French Polynesia has 96,000 inhabitants. These open air trucks with wooden benches provide transportation to the market in Papeete for people living outside the city.

30. ^{Rush} ~~Two~~ hour traffic exists even in Tahiti where there is one vehicle for every ^{two} ~~few~~ persons.

31. The Tahitians have built their own double hulled sailing canoe, The Hawaii-Iki nui. This canoe sailed after Hokule'a to the Cook Islands and then to New Zealand

32. The climate of Tahiti is similar to that of Hawaii and permits familiar crops such as taro to be grown.

~~33. For the next leg of the voyage from Tahiti to the Cook-~~

33. For the next leg of the voyage from Tahiti through the Society Islands to the Cook Islands the Captain ^{is} ~~will be~~ Gordon Piianaia.

34 His 16 year old son, Chad, shown ^{here} ~~here~~ with Mau, will ^{accompany} ~~accompany~~ him.

35. Gordon's father and Chad's grandfather, Abraham Piianaia also joins the crew in Tahiti and provides a valuable resource with his knowledge of the Polynesian language and culture.

36. ^{The} ~~For~~ next stop in the Society Islands after Tahiti is the island of Moorea only 12 miles away with 7,000 inhabitants.

37 The gigantic Shark's Tooth peak dominates Moorea's craggy ^{profile} ~~profile~~.

38. The inhabitants of a small village prepare a feast for the Hokule'a crew that includes music, dancing and a fire walking ceremony

39. Here Nainoa joins the others is a traditional ceremony of drinking kava, a mildly stimulating beverage made from the root of a native plant.

40 Hokule'a next sailed ^s to Huahine, often considered the most beautiful island in the Society group where 4,000 people live in small villages around portected lagoons.

42. School children are taken down to the island's wharf to see Hokule'a which is tied up near the ^{center} ~~center~~ of town.

43. After Huahine, the ^{canoe} ~~canoe~~ sails to ^{Riatea} ~~Riatea~~, which was once considered the center of Polynesian culture and history in ^{primitive} ~~primitive~~ times.

44 The sacred Marae of Tapu Tapuatea is first visited by the Hokule'a. This temple or Heeiau is next to a lagoon where according to legend the great canoes from the four corners fo the Pacific arrived.

45 A chorus of singers welcomes the crew to this isolated area.

46 After spending the night aboard the Hokulea on Riatea, the canoe leaves for the next island of BoraBora.

47 The island was once an American Naval base in World War Two with 6,000 men. Its 3,000 inhaibtants now work mainly in the tourist business.

48 This beautiful sailin cano is carved from the log of a single breadfruit tree. Hokule'a crwe members enjoyed sailing it inside the alagoon on BoraBora

49. Hokulea crew member and doctor, Pat Aiu from Kauai, entertaines [/] at a Tahitian party

50. After two days on BoraBora the Hokulea sets sail for the Cook Islands. Here Nainoa is shown using his hands to measure distances as part of the navigation process.

51.

52 Four days later Hokulea arrives at ^Matⁱaro in the Southern Cooks. It is cold and rainy as Polynesians from the island paddle out to greet the unexpected visitors from Hawaii.

53. After a few hours of sharing food and greetings the Hokulea must leave because there is no harbor here ^{and} anchorage is difficult and dangerous.

54 Two days later the canoe arrives at Rarotonga, capitol of the Cook Islands where 9,000 people live.

54-A A traditional Maori challenge or greeting si given the crew as it enters the harbor.

55. A large crowd is gathered at the dock to greet teh canoe and its crew.

56

57. The Cook Island Maoris perform traditional dances before their guests at the pier where Hokulea is tied up.

58. A huge feast has been prepared and the welcoming ceremonies continue most of the day.

59, The Hokulea crew does the tamure with local dancers as the festivities continue into the night.

60 The Cooks are made up of 15 widely scattered islands. The people speak English and their own Maori language. This man on the reef of the island of Aitutaki is gathering clams.

61 The clams are plentiful as are many other kinds of food on which the people depend.

62 The family that lives here has gathered their yard full of coconuts

63. They are then husked and ^{the} ~~ten~~ meat inside ^{is} dried by the sun

64 or in one of these smoking sheds. The dried coconut meat si then shipped to other countries where the coconut oil will be made into soap and perfumes and other products.

65. On the island of Aitutaki there are many banana plantations. The bananas are taken to this banana packing shed and loaded onto a boat which comes every two weeks and takes them to New Zealand.
- 66 Cook Islanders love to play sports and these schoolgirls are practicing for a local sports day contest.
- 67
- 68 They also are very good at walking on stilts and play games to knock each other down.
- 69 This girl is playing a game similar to jacks but is picking up pieces of coral instead of the usual objects.
- 70 Most young people ^{have} ~~have~~ chores to do after school such as peeling taro
- 71 or grating coconuts.
- 72 This boy is in his home's cooking shed and ^{preparing} ~~preparing~~ the underground oven or umu for the evening meal.
- 73 This bread ^{dough is} ~~is~~ being wrapped in banana leaves before before being put in the umu to bake.
- 74 Much cooking is done in this traditional way because ^{it} ~~it~~ works well and doesn't use electricity which is very expensive.
- 75 Water on the small outer islands is not wasted. This child takes her bath outside ⁱⁿ ~~in~~ a pan, not in a large tub or shower which would use much water.
- 76 After 4 months ~~days~~ in the Cook Islands, Hokulea ^{leaves} ~~leaves~~ to continue on the Voyage of Rediscovery toward its next destination , New Zealand.
77. Robin and Denny who have gone to ^{school} ~~school~~ in Rarotonga now again are doing their studying on board their families schooner.
78. The trip to New Zealand is easier and faster than expected because of favorable winds.
79. After a sail of 17 days, New Zealand is sighted. ^{This} ~~The~~ last leg of the ^{voyage} ~~voyage~~ has been cold and the crew is once again excited about seeing a new land.
80. The Bay of Islands where the canoe arrives is a yachters paradise with many ^{protected} ~~protected~~ bays, coves and islands.
81. This town which is a popular vacation area for New Zealanders ^{has} ~~has~~ been waiting for the arrival of the canoe from Hawaii.

82. This Maori canoe with 80 paddlers ^{leaves} ~~claves~~ the shore to ^{quiet} ~~get~~ Hokulea and to escort it to shore.

83. The quick strokes of the paddlers and the chanting that accompanies this action create an excitement that is felt by all present

84.

85 Hokulea crew members are carried to shore on the ^{shoulders} ~~shoulders~~ of the Maori paddlers ~~and are now escorted up a ramp to the welcoming ceremonies~~

86 and are now escorted up a ramp to the welcoming ceremonies.

^{The} 87. ~~then~~ festivities begin with a traditional challenge,

87- dancing and singing at a Maori village called a marae.

88 As evening arrives ^{the} ~~the~~ ceremony continues. Hundreds of years have passed since a voyaging canoe has reached their shores and they are inspired.

89. Maori people from hundreds of miles away ^{have} ~~arrive~~ come to participate in the welcoming ceremony

90. More that 250,000 Polynesians called Maoris live here on two large islands but make up less that 10% ^{of} ~~the~~ the population. South of the Bay of Islands on the North Island is the main city ^{is} ~~to~~ Auckland

91. It is a large city surrounded by water

92. The population of New Zealand is three million people and 70 million sheep.

93. The country is well known for its ^{spectacular} ~~spectacular~~ scenery such as this area on the South Island where large waterfalls spill into deep bays.

94. The country ^{has} ~~has~~ many mountains and large lakes that provide world famous trout fishing.

95. The mountains of the South Island have many glaciers that are large slow moving masses of ice.

96 Much geothermal activity is evidenced by areas of geysers and bubbling mud

97 This ^{canoe} ~~canoe~~ regatta is similar in feeling to those held in hawaii except it is on a river and the canoes don't have outriggers

98

99. Here all the paddlers help slide the giant canoes out of the water,

100. Several months will pass before the Hokule'a leaves New Zealand and continues the Voyage of Rediscovery

101. For the people of Hawaii and all of Polynesia this historic voyage serves to renew the skills and traditions of a proud seagoing people.

102 - 125 - montage of slides - no script.



SHEREE LIPTON 21 WILIKOKI PLACE • KAILUA, HAWAII 96734 • TELEPHONE (808) 262-9800

To Whom it May Concern:

With regard to Mr. Chuck Larsen's proposed educational resource text on Pacific Islands culture and customs, I am prepared to offer my services as a writer, photographer and South Pacific consultant.

For the last dozen years, I have been a freelance travel/adventure writer and photographer, first based in Fiji and covering mostly South Pacific, now living in and covering Hawaii. I have also expanded to include Asian and European destinations, (as well as a few other areas). Recent articles of mine have appeared in The Robb Report (Hawaii: Island Hopping in Style, August 1984), Dallas Times Herald (features on Moorea, Tahiti and the Southeast Panhandle of Alaska used front page with my color photos), Kansas City Star (llama trekking in Montana with color photo), Anchorage Daily News (llamas trekking and Hawaii), and a number of illustrated articles for the Asian market (Signature) and Ahlan Wasahlan, in-flight for Saudia Arabian Airlines. Recent features of mine that have appeared in Signature (Asia) include: Zurich, and a special feature on the Dolder Grand Hotel, November 1984 issue), the wonderful island of Ischia, in Italy, etc.

My story on Sri Lanka won the best short travel story award for the Pacific Area Travel Association 1984. A copy of my book on Fiji, (FIJI, I LOVE YOU FULLSPEED) as well as more recent published articles is available for perusal.

I would be most delighted to work with Mr. Larsen on a South Pacific Islands project; he is a man of integrity and honor. In my opinion, new and fresh educational materials on the South Pacific would be a most appropriate addition to the resources available for all educators in the Pacific, and certainly would prove of continuing benefits to the citizens of Hawaii.

PROJECT PROPOSAL

Polynesian Voyaging Society
Education Committee
Fred Cachola, Chairman

Dear Mr. Cachola,

I have discussed this proposal with various board members over the past six months and have gotten positive feedback from them. Since this is an educational project I feel its appropriate that I outline it for the Education Committee's consideration.

Last year from March through July I traveled with the Hokule'a film to all the destinations now proposed for the "Voayge of Rediscovery". I met with educators in all those countries and surveyed educational materials that were available. I concluded that an up-to date- geography/ social studies text for elementary/intermediate school aged children was much needed.

The text could provide information regarding language, customs, geography, history, legends and economics. The uniting theme of the text would be the voyage of the Hokule'a and its effect on the people it touches. Like the Hokule'a it would contrast the ancient with the modern. In each island group Hokule'a and the indigent culture would be viewed through the eyes of the old and the young.

I very much want to develop such a project. I am prepared to give as much time over the next 2½ years as is necessary to see its completion.

The budget for this project is approximately \$27,000.

I am asking that the PVS adopt this project as part of its educational goals and contribute \$2,000 toward its cost. If PVS will contract with me to complete the project it would also be my responsibility to raise the balance of funds necessary for its completion. All royalties or income from its publication would go toward the support of early education of Polynesian children.

The editor for this project is Sheree Lipton. Her statement is included.

Respectfully Submitted
Charles E. Larson

Budget

Air Fares

5,300

Per diem 200 days x \$50

10,000

Photo equip. + supplies

1,700

Editing fee

5,000

Production expenses

5,000

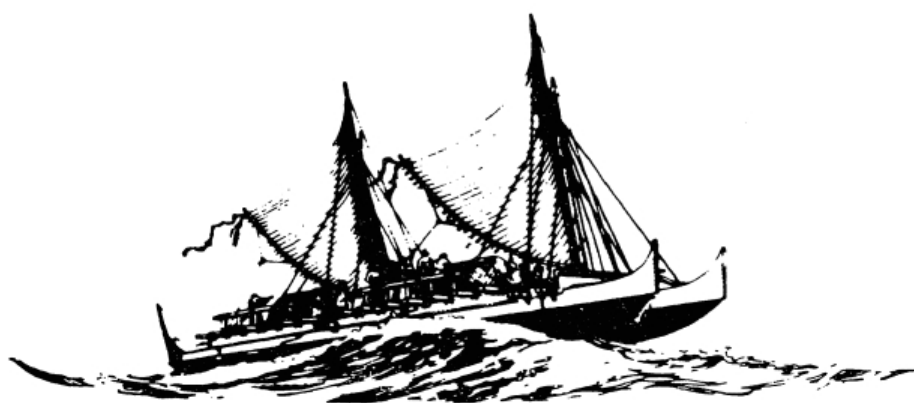
total

27,000



HOKULE'A KA WA'A KAULUA

a film by
Chuck Larson



POLYNESIAN VOYAGING SOCIETY



The Polynesians began with the canoe. Before European open ocean exploration began, they had discovered every habitable island with the Earth's largest Ocean.

Hawaii, first discovered by Marquesans, was the most remote of the Polynesian settlements. Chants and legends tell of the later arrival of Tahitian chiefs in the fifth century and of the legendary travels of Mo'ikeha, Pa'ao and others who sailed back and forth between the two centers in the 12th and 13th centuries.

To retrace those legendary two way voyages, the Polynesian Voyaging Society was formed and the Hokule'a, a 60 foot double hulled canoe was built. In 1975, multi-racial members of the PVS built a performance replica of an ancient Hawaiian voyaging canoe. As part of Hawaii's contribution to the bicentennial celebration in 1976, they sailed it to Tahiti and back.

After Hokule'a made its historical first voyage to Tahiti, the National Geographic Society made a 90 minute film which has been described as a chronicle of conflict. Its theme was dramatic and centered around the racial conflict in the crew. Because of its length and theme it frequently was not appropriate for educational use.

To make a new film suitable for educational use became a goal of the Polynesian Voyaging Society. Using the 180 hours of unused National Geographic Society film that remained from the initial project, a new film was made titled "Hokule'a — Ka Wa'a Kaulua". While giving some historical background, the new film strives to give an impression of what it was like on the 1976 voyage.

So the film could be appreciated by limited English speaking audiences, it strongly relies on visual and musical impressions to convey its feelings.

Although produced, written and edited by Chuck Larson, this new film is the result of contributions by many. Without the technical assistance, support and equipment of Bob Liljestrand, the film never would have first been considered. He was the guidance and teacher.

The excellent film crew of the National Geographic Society and all their resources, of course made the project possible. All of the scenes in this film came from the outtakes of their original project.

Lois Loomis and the McInerney Foundation provided the initial and greatest financial support. Their faith made it possible for others to participate.

Jack de Mello and Music of Polynesia, Inc., provide the film with its beautiful musical sound track which came from the album "The Musical Saga of the Hokule'a". The lyrics and chants are by Keli'i Tau'a and the music by Roland Cazimero.

Palani Vaughn donated his time and unique talent to record the narration, and Kapono Beamer contributed the original nose flute music. Sam Ka'ai provided the conch shell effects and Ross Reed gave up his kitchen for an editing room. The writings and advice of Ben Finney and Herb Kane provided the basic information for the narration, and Will Kyselka assisted with its editing.

Financial assistance also came from the State Foundation on Culture and the Arts, the Hawaii Committee for the Humanities and the Lawrence Brown Foundation.

The credit for producing this program and all around general inspiration for this film belongs to Marlene Among.



This Program Is Supported In Part By A Grant From The HAWAII COMMITTEE FOR THE HUMANITIES



On any given day, you can find Chuck Larson living out his roles as a seafarer -- a "water person" -- and an educator. He lives near the beach in Waimanalo. He is in the water almost every day. He sails often. His inter-island Hobie sails are, well, legend. He is an educator of young children, a founder of the Seagull Schools in Kailua and Waimanalo. Chuck is a doer. If he sees something that needs doing he will do it.

Chuck was a member of the education committee of the Polynesian Voyaging Society. The committee always talked about the need for an educational film -- its film. A film which would focus on the great accomplishments of Hokule'a's voyage. Chuck was part of the discussion and saw the need. He was aware that much raw footage was available from National Geographic. And with the goal of education clearly in mind, he did it -- he made this film, "Ka Wa'a Kaulua."