

BEN FINNEY

March 24, 1976

TO: Ben Finney, Fred Cachola, Nani and David Lyman, Kimo Hugh, Herb Kane, Paige Barber and August Yee

FROM: Lynn Peters

This is a report on my recent experience coordinating the participation of the Polynesian Voyaging Society in the events of the Makahiki Kai. It also includes some of my impressions and suggestions for future educational activities on the part of PVS. I would also like you to consider these observations:

1. That there are both human and material resources in PVS that need to be acknowledged and coordinated so their effectiveness for the Society and the community can be more fully realized.
2. That there is a need to restate the educational objectives of the Society so that the community can clearly understand and support PVS in terms of benefit for both the Society and the community.
3. That the Society begin to layout some long range plans now that will sustain the continuity of the Society as it takes its natural next step into a broader context with longer ranging goals.

I would also like to take this opportunity to thank the Board of PVS for making this experience possible for me. It has been very rewarding. I hope that I can continue to work with the rewards in some productive capacity within the Society.

Most of all I would like to take this opportunity to acknowledge, without preference, all those people who personally contributed so very much to the success of the PVS presentations in the recent Makahiki Kai. Without them the success of this project would not have been possible. These people are: Nani and David Lyman, Kimo Hugh, Clifford Ah Mow, Douglas 'Dukie' Kuahulu, Andy Espirito, Rodger Kaawaloa, Billy Richards, John Kruse, Pius 'Mau' Piailug, Fred Cachola, August Yee, Herb Kane and Paige Barber. For special participation in the evening program I would like to thank David Lewis, Tommy Holmes, and those crew members introduced and honored. Special thanks to Ha'aheo Mansfield who was always there when she was needed.

In late January contact was made with the Sea Grant office at the University of Hawaii. This contact was made to see if the Polynesian Voyaging Society could participate in the Sea Grant annual exhibition called Makahiki Kai. This is an exhibition that focuses on things related to the ocean and Hawaii.

According to Sea Grant, Makahiki Kai reached 5000 adults and 14,000 school children in Honolulu last year. They anticipated that the numbers of people attending the exhibition this year would be larger. Sea Grant also printed 70,000 copies of its workbook for children. This is a sizeable audience to reach at one time, and the decision was made that PVS should participate in Makahiki Kai.

PVS participated in all areas of Makahiki Kai activities. These included an exhibit that occupied 900 sq. ft. in the Blaisdell Memorial Center Convention Hall, two pages of space in the thirty-one page workbook, and presentation of a two hour public evening program in one of the lecture rooms at BMC. The exhibition ran for the week beginning March 2nd through March 8th. The PVS evening program was presented on March 3rd.

Although attendance by the general public fell to below 1000 for the weeks period, participation by schools rose to 15,000 students. However, numbers of people was not the important factor in success. A few substantive contacts were made that were meaningful for all concerned. What follows is my attempt to explain the nature of those contacts and the rewards.

TYPES OF PRESENTATIONS MADE BY PVS

The PVS exhibit included material objects such as a sail from Hokule'a, steering sweep, steering paddles, regular paddles, cooking firebox, sennit, and lauhala sail material. Some of the food to be eaten on the voyage was also on display. Breadfruit, kukui nuts, taro, sweet potatoes, ocean salt, sugar cane, bananas that were both fresh and dried, pandanus nuts, coconuts, gourds, and a poi pounder were present.

There were plants in the exhibit such as the breadfruit tree, sugar cane stalks, green and red ti plants, ferns and palms.

Several poster size photographs were made and put on the walls to visually support these objects and give additional information about them. These poster size pictures were blowups of pictures in the December 1974 issue of the National Geographic. The subjects of the posters were food, zenith stars, navigation, and ancient voyaging routes of Polynesians. There was also a poster size photograph of Hokule'a.

In addition to these things there were two different kinds of audio/visual presentations. One was brief, covering construction, materials used, launching, sailing experiences, when the voyage would begin and its purpose. This presentation was designed for children and lasted less than five minutes. John Kruse recorded the voice sound, and slides were

used that were taken by Kimo Hugho, Herb Kane, and Tip Davis. The second audio/visual presentation was the launching film. Both of these presentations were used independently of each other as the situation suggested itself.

There was also a person present ~~in the exhibit~~ in the exhibit during each day for as long as any students were in the BMC. When there were enough people present in the afternoons there was someone there to talk directly with them.

PVS workbook participation is self explanatory by reviewing the copy attached to this report. I have heard from a number of teachers that this presentation was useful for further work in the classroom.

The PVS evening program was one in a series of programs. The topics and panelists of all those programs is also attached to this report. PVS presentation was made by David Lyman, David Lewis, Mau Pailug, Tommy Holmes, Nani Lyman, and Kimo Hugho. Those present to be introduced and honored were Kawika Kapahulehua, Douglas 'Dukie' Kuahulu, Clifford Ah Mow, Andy Espirito, Rodger Kaawaloa, Billy Richards, and Rodo Williams. The presentation was given to an audience that filled the room to overflowing. Among the audience was a group of senior citizens who came all the way from Waianae to be present. They are also part of a group from Waianae that is planning to be present in Tahiti when Hokule'a arrives there.

The subjects covered in the presentation were navigation, food preparation and nutrition, plants, animals, the years past sailing experiences, community interest, children's books, and the aims of the Society.

The reception by the audience was very good. The interest that was stimulated continues to bring responses from the community. The people who gave the presentation did an excellent job, as the response clearly indicates.

On Sunday evening, the last night of the evening programs, a large group of panelists met to discuss marine related educational programs, both school and community based. Again PVS was represented. I did my best to represent the Society but an evaluation of my presentation should and can come from others. We did lose a children's book to some interested citizen and gained a new member for the Society, and I learned a great deal about programs that exist in this community that seem to have overlapping interests with PVS. These programs should be looked into, I think, to explore future association and perhaps shared funding for mutual interest projects.

RESULTS OF THE PVS PRESENTATION

In addition to the direct experience with the exhibit, people had two things to react to. One was a small sign put up three days after the exhibition opened. The sign told people that by calling PVS further information, films, and people were available to come to them with more

information about PVS and the Voyage. The second was a request made to children to write letters to the crew of Hokule'a to wish them well on their voyage. This request was in the workbook and was also presented verbally to the children as I talked with them as a class. Within the first week after the exhibition letters to the crew have started to come in and eleven requests for people and films have come from schools. More requests continue to come in. These requests come from two community colleges, one school for the handicapped, several private schools, and public schools from Honolulu to Kahuku from the 4th grade through the 8th grade. One high school is also included in this list.

In addition the Sea Grant office has received unsolicited comments that are favorable to the PVS exhibit. These letters have been zeroxed and are available for anyone who is interested in seeing them.

It would appear that the nature of the PVS exhibit, the presentation in the workbook, and the evening program represent an effective educational package. The proof of this comes from the response of people to these things, I think. That there was a response at all is important, but the quality of the response seems particularly important. Without exception people have expressed interest in the voyage and been pleased to find that additional information about it will be available for them. They have also indicated that as members of this community they have interest in the Society and the Voyage in contemporary ways. Most of these people are newcomers to this community. Teachers indicated the usefulness of this kind of presentation for classes in Hawaiian history and culture.

Kimo Hugbo has been successfully presenting educational opportunities to children before this exhibition. He is now generously extending his time and knowledge to this lengthened list of interested people. When he has time he will report on his personal experiences with students and teachers, a perspective of value for any educational plan.

EVALUATION OF PVS PRESENTATIONS

One thing that all this says to me is that there is interest in this community at many levels in PVS and its projects. It says too that this interest has a variety of ways in which it expresses itself. I think it is important for PVS to be aware of and interested in each of these ways, for they reflect the community in which PVS came to be. It is to this community that continuing information will flow. It is this community that will sustain the context for all the information that develops as a result of the experiences of the Society and the Voyage. Because of the varied interests the community has in PVS, the information that flows back into the community should be in varied ways and at many levels.

Another important thing to remember, I think, is the way in which this effective interaction with the community took place. Coordination of people, materials, and opportunity was part of what was necessary.

Basic to the success of the project, however, was PEOPLE. People who have demonstrated that they are willing and very able to directly participate with this community in educational ways for the benefit of all. In unorganized ways this process is in motion already, but the efforts need coordination.

There are many communities on this island and throughout the State that present similar and better kinds of opportunities for presentations of this sort. Money is not the deciding factor as to whether these presentations can happen or whether they will be successful. According to my records the cost to the Society for its presentations in Makahiki Kai was less than \$100.00. Again, it was people, materials, and opportunity working cooperatively that were responsible for the success.

OBSERVATIONS

It seems to me that one way to describe the history of PVS is to see it as a series of transformations. Ideas formed a Society, became tangible as a canoe and children's books, and became living realities through people involved in all aspects of the extensions of those original ideas. The experiences of these people have prompted new initiatives to those ideas. People are now seeing their ideas materialize and this in itself adds new motivation to the whole. This growing process is a reflection of the vitality of this whole program, I think. It has no foreseeable end because of its nature as an active process. This is a history to be proud of and to foster, I think.

This ability to grow and provide a learning environment for people is one of the great attractions of PVS and its projects. I have heard people within the Society say time and time again, "It has been a learning experience every inch of the way." It is this quality that can be shared in extension in the larger context of this community in which we live. There is community response that indicates that they are interested in joining us in this process.

It is through people in this Society and their varied experiences, motivations, and interests that information can be passed on and fitted into the contemporary context of our lives. Tangible objects and experiences with them provide the opportunity for old and sometimes forgotten information to become viable again in a contemporary context. Is there a reason to do this. One reason for doing so is to maintain our human continuity and continue to learn and grow. These experiences also help us develop understanding of the many expressions of human beings who confronted the basic problems of living. They can also help us keep our own immediate abilities flexible and adaptable.

The social effects that follow from this educational process are important too. Understanding the skills of others gives us appreciation for ideas other than our own. That appreciation can implement cooperative learning, and that is beneficial to any society with an interest in

keeping itself viable in a dynamic world of nature and people. Hawaii has been such a place. The world's image of us says that we continue to be that way. Those of us who live here know that it is a struggle to keep it so and to develop it. PVS has an opportunity to contribute to our communities viability in varied and powerful ways, by its people, interests, and information.

There is some concern on my part that coordination can become too directive. The reason this concerns me is that my recent experience shows me that it is the talent and individual motivation of the people I have worked with that made this project a success. It was the spontaneous and varied ways in which their talent and interest was expressed that kept vitality growing. The personal motivation of this group continues to be inspiring. It has contributed to a personally rewarding experience that I cannot adequately measure. I can say that a good and healthy spirit was shared, grows, and the effectiveness of it was reflected in the success of our efforts to make PVS participation in Makahiki Kai a success. The spirit of the group became a base that supported individual effort. Those efforts brought rewards and developed into new efforts and ideas. Learning took place. New initiatives were taken. A kind of momentum developed that wants to be maintained.

SUGGESTIONS

1. PVS has the people and the materials right now to continue to go to schools, community groups, workshops, public library programs, parks and recreation projects, scout groups, fairs, exhibitions, and to present lectures to adult audiences in a variety of places.
2. While the voyage is taking place much of this contact with the community can be handled by members who remain here, and if nothing more is done than to pass on progress reports by personal contact, the people who do this will be helping maintain the interest and the context for future information.
3. The materials of all kinds that are available and have been used should be coordinated and their potential uses evaluated and stated. This includes written information, pictures, tapes, slides, films, tangible objects, and names of people and their talents and experiences.
4. Through a community group PVS has the opportunity to be part of a weekly thirty minute radio program and a ten minute monthly program on public TV. Both of these opportunities are free. They should be investigated further.

Naturally, up to now, the emphasis of the Society has been placed on specific things such as construction, preparation for the voyage, crew selection and training, food preparation, and financial support for these activities. However, each of these areas have now functioned long enough to have developed a beginning base. That base is in large part already valuable educationally. It seems natural now that that informational base be coordinated into an expanded educational plan.

There has been the year of the canoe, the year of the men, the year of the voyage. Maybe now is the time for the year of the community.

MAKAHIKI KAI EVENING PROGRAM

Lectures: Room I, Akulikuli
Room II, Melia

Films: Room III
Room IV

Day	ROOM I	ROOM II	MUSIC GROUPS
March 2 Tuesday	<u>Resources and Law of the Sea</u> Contributing Moderator: John Craven Nancy Jones, Law School Jackie Parnell-DOH Senator John Ushijima TERRENCE CURTIN		Patti Berlyn John
March 3 Wednesday	<u>Coastal Zone Managem't</u> Moderator: Aaron Levine Frank Skrivanek-DPED John Connell-CILD John Bardach-HIMB John Simpson-HVB Dave Raney-Sierra Club Steve Goodenow-Shoreline Protection	<u>Voyage to Tahiti</u> Polynesian Voyaging Society Crew (AT THE TIME THIS WAS MADE UP WE DID NOT KNOW WHO WOULD BE PRESENT)	Ray Lynn John
March 4 Thursday	<u>Oral History</u> Contributing Moderator: Abraham Piianaia Charles Kenn Captain Kinney Maka Hookala	<u>Underwater Photography Workshop</u> Bill Namgar	Earl Isabel Berlyn Patti John
March 5 Friday	<u>Aku Fishing</u> Moderator: Dave Lyman Wayne Baldwin-HIMB Richard Shomura-USMF Henry Sakuda-DLAR Dick Swanson-DPED Capt. McCormick-DOT Jay Puffinberger-Tuna Packers		Kim John Berlyn
March 6 Saturday	<u>Fish Farming</u> Moderator: Ralph Kiyosaki Marian Kelly-Bishop Museum John Corbin-HIMB Ron Linsky-Sea Grant Tap Pryor-Pryor Corp. Mike Fujimoto-Anuenue Fish Brian Lockwood-ELUC Colin Nash	<u>Lifeguards & the Ocean</u> Daryl Picadura Bruce Lee Eddie Aikan Butch van der Waters ARTSDALEN	Linda Barbara Kim John Berlyn
March 7 Sunday	<u>Keiki to Pau Hana Edu.</u> Moderator: Berlyn Nishimura John Craven John McMahon Barbara Klemm William Frazer-LCC Capt. Alverson-PMA Comm. Dolim-US Coast Guard Andre Soto-Boy Scouts	Jimmy Naniolo-Kalakaua Sch. Larry Zerkel-Hawaii Bound Agnes Cope-Waianae C & A Polynesian Voyaging Society Kala Kukea-Hui Nalu Kahele Kukea-Kam School Chuck Shipman-P & R	Nainoa John

ILLEGIBLE

Outline for Children's Books

(Note: These outlines are necessarily tentative and will be modified and revised as we do further research into the project.)

Book 1 Finding Out About the Voyage

Characters: Kahai - a young boy
Moikeha - Kahai's grandfather
Kila - Kahai's uncle
Kamahualele - Close companion of Moikeha, and master chanter

Minor characters: Umalehu, Kaialea, Kekaihawewe, and Laukapalaia: brothers of Kila

Kahai adores his grandfather, Moikeha, and loves to sit around the fire in the evenings listening to Moikeha tell tales of the old days. As Kahai (and other children and adults from the village) listen, Moikeha talks of his early days in Waipio Valley, where he lived with his brother Olopana, the Chief, and Olopana's wife, the beautiful Luukie.

He tells of the great rains which came down the valley, destroying their homes and their food supply, and forcing them to leave their beloved homeland.

And he tells how they sailed to Tahiti in a great double-hulled canoe. As he talks, Kahai can visualize the brave and skillful men who navigated the canoe over those vast miles of ocean -- he longs to be a man and be able to go on such a voyage.

Kahai can sense, however, that something is disturbing his grandfather. Moikeha is unhappy, but Kahai does not know why.

The following evening Moikeha speaks of his days in Tahiti-of-the golden-haze, of how happy he was there -- then, his voice suddenly changes, as he remembers Mua, an evil man who told lies about Moikeha and forced him to leave. Kahai is filled with anger as he listens to the story of Mua. He wishes he were a man, and could avenge the wrong done to his grandfather.

Moikeha also talks of his longing to see his son, Laa, who remained in Tahiti. He has five sons here on Kauai, he says, but a man should be surrounded by all of his sons. Kahai also is filled with longing to see this Uncle, whom he has never met. As the grownups talk, Kahai begins to realize that an event of great importance is about to take place.

Moikeha plans to have a double-hulled canoe built and to send a crew of men back to Tahiti to find Laa and bring him to Hawaii. There is great clamor and shouting as all five of Kahai's uncles want to be chosen to undertake this voyage

Moikeha holds a contest between his five sons to determine which one shall go to Tahiti. He tells each son to build a ti leaf canoe and bring it to the bank of the river. At a given time Moikeha goes to the opposite side of the river and stands near the shore with his legs apart. He commands his sons to sail their canoes, one at a time. The canoe must sail between his thighs.

Kahai watches the contest, hoping that his Uncle Kila will win, as he thinks Kila is the strongest, most skillful, and most talented man in the whole world. The uncles in turn sail the canoes across the river. Each misses the mark -- until Kila's canoe, which goes directly toward Moikeha and right between his thighs.

Kila, the youngest son, has been chosen to sail to Tahiti to find the missing Laa. Moikeha tells Kila to sleep in the heiau and to ask for the blessing of the gods. In the heiau Kila has a vision. He tells of his vision; everyone knows that the omens are good and that the gods have sanctioned this voyage.

As the book ends Moikeha is ordering the canoe makers to go into the forest and find the best Koa tree to be felled for the canoe. Kahai knows it will be the most wonderful canoe ever built, for this is that canoe that Kila will sail to Tahiti, the canoe which will bring Laa-mai-Kahiki back to Hawaii.

Book 2 Building the Canoe

Kahai is the grandson of a Chief, and must be knowledgeable in all the arts and skills. Therefore, he is apprenticed to a family of canoe makers and becomes a candidate for the profession of canoe building.

Kahai is told to choose one of the patron gods as his special god. He must procure a red loin-cloth, a black pig a fathom long, and a red fish. Having acquired these items, he is taken into the forest along with other candidates for training in the selection of trees.

Kahai realizes the importance of making the right selection, because this tree will furnish material for hulls, sides, planks, frames, bow and stern covers, and masts. Kahai chooses his tree, marks it, and with the other boys returns to the shore for offerings to the gods followed by feasting.

The following day the candidates return to the forest. Kahai has chosen a tree with a long arched trunk, because the bow and stern would then rise high to prevent waves from seaming the vessel, and because in hollowing out the hull, every part of the core would be removed, lessening the danger of splitting as it seasoned. He has selected a tree with white bark, because he knows that that signifies a soft, straight grain, easy to hew, whereas a dark red bark means a tough, curly grain. (This will be pointed out in conversation between the boys who are candidates.)

That night Kahai sleeps before his shrine and has a dream which is an omen that the tree he has selected will make a good canoe.

Kahai buries his red fish and red loin-cloth at the root of the tree he has selected. As he does so, he intones a prayer to his god:

"O Ku-moku-halii, here is an offering
Grant me strength, patience, and wise thinking
Make the bit of my adze go directly to the spot."

The candidates all help one another to fell their trees with their stone adzes. As Kahai's tree crashes, he watches the goddess, Lea, who has appeared in the form of an Elepaio bird. She runs along the entire length of the trunk and does not stop to peck. Thus Kahai knows that his tree is sound.

While the pigs roast in the oven, Kahai and the other pupils wash, and cover themselves with leis. The master craftsman then orders Kahai's pig, which is now cooked, to be removed to the stump of the tree. He offers to Kahai's god the spleen and a bit of flesh from the nose and tail. He then bids Kahai to eat the offering.

Now all the candidates sit down and feast. Kahai is now a full-fledged member of the canoe builders' guild.

Now Kahai's log must be hollowed. A hog, a fish, coconuts and awa are offered to the gods, invoking them to aid in this formidable task.

The leading craftsman mounts the fallen tree, facing the stump, and calls in a loud voice,

"Strike with the adze and hollow the canoe.
Give me my loin-cloth."

He is handed a white ceremonial loin-cloth. Girding it on, he walks a few steps, and calls again:

"Strike with the adze and hollow it!
Grant us a canoe!"

He wreathes an iela vine where the head of the tree is to be severed, pronouncing the prayer for the severing of the top of the tree, and proceeds to cut it off.

During this time there has been a tabu and no one can make a sound. Kahai is seized with an urge to cough and struggles to suppress it. Finally in desperation he buries his head in the dirt. Just at that moment the tabu is lifted. Kahai can raise his head and cough.

A great shout goes up from the boys and men. They all lift their adzes and begin the shaping of the canoe. (The shaping will be described in detail). In the meantime the bark is beaten and stripped off in large pieces, to be used as roofing for the lean-to shelters.

When the hull is finally shaped it must be removed from the forest to the shore. Before this is done there are more prayers and another feast. Men, women, and children from the whole district have brought pork, dog, fish, and poi to a camp half way between the shore and the koa forest. Here they are met by Kahai and the other canoe builders for a great feast.

The next morning the whole district gathers at the first steep slope to wait for the hulls as they glide and crash through the undergrowth, towed by stout ropes grasped by strong men. At the top of the slide Kahai and the other young boys climb aboard to "surf" down the slope. Many are flung off along the way. Kahai makes it all the way to the bottom, and is greeted by wild cheers from the crowd.

As the canoe is built Kahai learns all the arts of shaping, sewing, caulking, smoothing, polishing, and painting. As the men and boys work they talk about the design of the canoe and its sails, types of paddles needed, and the physical and psychological strength which will be needed on the voyage.

Locally The Voyage

All is ready. Kahai and the others who will sail to Tahiti are aboard the canoe. The time is late afternoon. The entire district has gathered on shore to watch them take off.

The Master Navigator asks the God of the Sea to clear away the clouds so he will be able to see the stars. The weather is unfavorable. Kahai grows restless, as he can't wait to get started.

Finally the weather clears, and the paddlers begin to take the boat into the channel, chanting as they do so. When they are far enough out to pick up the wind, the sails are lifted.

Kahai watches as the Island of Kauai fades into the background. He is suddenly overcome with homesickness. Will he ever see his beloved island again? How long will he be away? Soon stars begin to appear in the sky, and his attention is diverted as he begins to learn the art of navigation.

As the sun rises in the East and the stars disappear, Kahai begins to worry. How will they steer without the stars? He is afraid that the canoe will drift in the wrong direction. They will never get to Tahiti. They will be lost forever on the ocean.

His fears are allayed as he hears the navigators talking about the ocean swells. In time Kahai learns to understand swells, winds, and current.

They run into a violent storm and the canoe is almost swamped. Through the courage and strength of Kakahauhanui the canoe is steadied and they are able to ride out the storm. (According to legend: "... they were met by Keaumiki and Keauka, [the two tides rising and ebbing], two monster demigods of the deep, who drew their canoe down to the coral beds of the sea; so Kakahauhanui dove down to the bottom and stayed there for ten and two nights before coming up again ... This feat of endurance saved the canoe. The voyage was then resumed.")

When they reach the Doldrums, there is no wind, and they must paddle. This goes on for days and days. Kahai grows bored and tires of paddling. He is not paying attention. His paddle slips from his hand and drifts away from the canoe. Kahai dives overboard and swims for it. As he is returning to the canoe with his paddle, he sees a shark. Frightened, he swims rapidly and breathlessly climbs back aboard. Then he remembers that the shark is an aumakua, and is seen as a good omen for the journey.

Shortly after this the winds return, sails are lifted as are Kahai's spirits.

As they approach the Tuamotus Kahai is taught to detect signs of land from cloud patterns, color of the water, bird flight, etc.

It is difficult to navigate here. One cloudy night they must sail a dangerous channel between two atolls, relying only on the sound of the current as their guide. As Kahai sits in silence and apprehension.

Along the way there is a discussion of fishing, netting flying fish, preparing and eating the food on board. As they near Tahiti, however, provisions run dangerously low. Finally there is no food left. Kahai fears that they will all die of starvation before reaching land.

Before reaching Tahiti they stop at a small island where an aunt of Moikeha lives. Kanepohihi, by legend was blind, and could assume the shape of a rat. Kila greets her and asks for food for his hungry crew. Kanepohihi answers that the only food on the island is in the possession of Kila's uncle, Makalii (a younger brother of Moikeha) and Makalii will not share his wealth. He has taken all the food, placed it in a net and hung it out of reach.

Kila then brings Kahai who talks to his old aunt, Kanepohihi. The old woman is delighted with the child. "This child must have food," she tells Kila. "I will see that there is food for the child."

During the night a large rat climbs up and nibbles at the net of Makalii, cutting it and causing the food and fish to fall out. Kahai and others from the canoe gather up a large quantity of food and carry it back to the boat. Now they have enough provisions to complete their voyage.

When they reach Tahiti, Kila meets Iukia, the slander of whom is avenged, they seek out a venerable prophetess and sorceress, Mukelepolani, and through her help they find Laa. This book ends with the finding of Laa.

APPENDIX

Outline of the Books

The books will be based on the Moikeha cycle. Moikeha, who lived in Waipio Valley on the Big Island, sailed to Tahiti in about the year 1200 A.D. with his brother Chief Olopana, and other members of the family. Eventually Moikeha returned to Hawaii, married, and became ruling chief of Kauai. In later years he yearned to see his son, Laa, who was still in Tahiti, so he sent Kila, his youngest son to Tahiti to bring Laa back. Kila returned with Laa, who brought with him his priests, his god Lono, and his sharkskin drum. Years later Moikeha's grandson, Kahai, voyaged to Upolu, in the Tahitian group, returning to Hawaii with the first breadfruit, which he planted at Kualoa, Oahu.

The first four books in this series will focus on the voyage of Kila when he was sent to Tahiti to fetch Laa. The story will be seen through the eyes of Kahai, who was probably a young child at the time of Kila's actual voyage. Everything which occurs will be seen through the eyes of Kahai or some other child.

Kahai will participate in every phase of the trip, including early discussions of the impending journey, finding materials for and building the canoe, preparing provisions, learning skills required for sailing and navigation, and finally facing the problems and thrills of the actual voyage.

Kahai and other children will have numerous adventures; some exciting, some frightening, some amusing. These adventures will be the type with which young readers can identify, but will be based on fact. Characters and events will be as historically authentic and accurate as possible.

The spirit of aloha, the knowledge and skills of the Polynesians, their faith and courage, and their understanding of and respect for their environment will be woven into the adventures of the young children throughout the books.

The fifth book will be about the Polynesian Voyaging Society. This book will be seen through the eyes of a child of today, and will discuss the actual building of Hokule'a, training the crew, preparing provisions, psychological and spiritual preparation, the voyage itself, reasons for the project, and what we hope to prove by this journey.

In addition to the five books, we will prepare a guide which can be used by teachers and parents, in order to help them interpret to children the significance of the voyage.

Book 1 Finding Out About the Voyage

In the first book the child, Kahai, discovers that a canoe voyage will be made to Tahiti. He does not at first know that he will participate in the voyage, but he senses the excitement and the profound significance of such a trip.

With other children in the village, Kahai listens to the story teller, who is his grandfather, Moikeha. Moikeha talks about the trip he made to Tahiti long ago and of his yearning for his son, Laa.

Woven through this book will be descriptions of trees, birds, flowers, and plants of Kauai at that time, as well as customs such as separate eating houses and various kapus.

As the book unfolds Kahai slowly becomes aware of the faith and courage necessary for such a voyage, and wonders whether he would like to participate.

Book 2 Building the Canoe

Kahai is apprenticed to a family of canoe builders. He participates in every phase of building the canoe, from finding the right koa tree, to felling the tree, carving the canoe, lashing, caulking, sewing sails, painting the canoe and shaping the paddles.

Feasts and religious ceremonies are held at each step. These will be described in vivid detail.

Book 2
Continued

As the canoe is constructed, the builders discuss their reasons for designing and building it the way they do. The book will include a description of the tools used, such as drills from shark's teeth, shell tools, and adzes, constructing the side strakes (mo'o), bow and stern pieces (manu), crosspieces (tako), spears, boom, and belaying rods, lashing, plugging the lashing holes with chunks of hau, designing and building the masts, caulking hull planks with sap after it has been heated with scum, smoothing and polishing the canoe, mixing paint out of soot and kukui nut oil, and a discussion of the different types of paddles needed, such as large steering paddles for sweeps and smaller paddles for auxiliary power.

In the evenings the canoe builders sit around the fire discussing the voyage that will be made, the skills needed in navigation, and the gods who will accompany them on the trip.

The book ends with preparation for the launching ceremony.

Book 3 Provisions and Other Preparation for the Voyage

(This book can be used simultaneously with Book 2. Perhaps teachers will wish to have different groups of children work on each book, then report back to the class.)

Book 3 discusses all other preparation for the trip, with children helping as much as possible. The book will describe foods to be taken, such as sweet potatoes, taro, bananas, pandanus fruit and paste, dried and green bananas, sugar cane, dried fish, hard poi, arrowroot flour, etc. There will be a discussion of ways to handle perishable foods.

Coconuts must be taken for food and oil. Water must be stored in gourds. Bone and shell fish hooks, nets and other fishing gear must be made ready. The voyagers will have to take whatever animals they will need, such as chicken, pig, and dog.

Pa'us and malos must be made. The kapu system will be discussed, as it related to life aboard the boat.

This book will be sprinkled with adventures for the children involved, showing the Hawaiian way of life, divisions within society, and the land-sea ethic.

The last chapter will be devoted to the canoe launching ceremony - pounding poi, preparing the imu, wrapping food in ti leaves, laying banana leaves on top, lighting the fire, and the psychological preparation for the ceremony. There are chants and prayers. Food on coconut leaves is passed to paddlers on the canoe. As the canoe hits the water, a school of porpoises is sighted across the bow, denoting good luck for the voyagers.

When the ceremony is over and everyone is feasting, Kahai finds out that he has been chosen to go on the voyage. Readers should close this book eager to pick up the next one, which will tell about the voyage itself.

Book 4 The Voyage

As Kahai and other children travel to Tahiti, they encounter numerous difficulties and a near disaster. Each problem is overcome by the skill and knowledge of the crew.

Problems include losing paddles, tearing the sails, sharks, the doldrums, the difficulty of navigating near the Tuamotus, storms at sea, including a typhoon. One crew member becomes ill and ancient Hawaiian medicine is used. The children at this time realize what happens when one member is not able to do his part. They also must learn to cope with psychological problems, such as boredom and lack of sleep.

Navigation and sailing instructions will be woven into the text. Fishing techniques will be shown, as well as the manner in which the food is distributed.

In the first chapter the Master Navigator asks the Sea God to clear away clouds, so he will be able to see the stars. The children look longingly back to their homeland, wondering how much they will miss it.

Book 4 Continued

Throughout the journey the navigators explain their technique to the children, who thus learn about star path steering, the position of the stars, specific stars, such as the North Star and the Southern Cross, zenith star observation, and the difference between a fanakonga or zenith star and a kaveinga or compass star.

They learn to steer by ocean swells, keeping a steady course between pitching and rolling, and to allow for the amount of downward drift under varying wind velocities. They are taught to read trade wind clouds, which mass, then break up, showing the position of atolls.

A large piece of drift wood comes in sight. This raises the children's hopes. Perhaps land is near. Upon close inspection, however, they discover that it has been drifting for many months as it is covered with barnacles, and is, therefore, not an indication of the proximity of land.

Eventually they sight birds and are able to make predictions from flight patterns. They also learn to interpret the swell patterns, which refract around an island or are reflected back; and they discover the difference between seaborne clouds which drift and land clouds, which appear stationary.

Book 5 The Polynesian Voyaging Society

Book 5 discusses the Society, the reasons for building the canoe and undertaking the trip, tells about the actual canoe and the training of the crews, and describes the voyage to be taken.

This book discusses various theories as to how the islands were populated, and includes a discussion of the random drift theory. Evidence linking the Hawaiians with the Marquesas is shown -- archeological evidence, such as tools, fishhooks, and ornaments, and evidence from linguistics and tradition. Exploration and settlement patterns of the early Polynesians are discussed.

The book may include a comparison with the type of navigation practiced by Europeans at this same time period.

Instead of illustrations, this book will contain black and white photos, and the story will be told through the eyes of a Hawaiian of today.

We will attempt to include a comparison between today and the past, showing how the Society tries to replicate the past, while taking advantage of knowledge and techniques which were not available to ancient Polynesians.

The Teacher's Guide

The guide, which can be used by teachers and parents, will include arts and craft projects, games, puzzles, and suggestions for group discussion and projects. For example, some students might prepare and eat some of the food taken on such a journey; others might design and build a model canoe; while some of the more advanced students might learn about mental star paths.

Teachers can use the books in teaching about Hawaiian history, culture and customs, including legend, mythology, religion, mathematics, sailing and navigation, astronomy, survival under difficult conditions, early exploration and settlement patterns, and geography of the Pacific.

DESCRIPTION OF THE PROJECT

The Children's Book Project Committee of the Polynesian Voyaging Society plans to produce and publish a set of illustrated books for children between the ages of nine and twelve.

These books can be used in the schools of Hawaii in order to teach children about the canoe and the voyage, and to help Hawaii's children develop an appreciation of the skills needed for canoe building and navigation, as well as the courage, faith, and knowledge of the early Polynesians. This will enable children to increase their own cultural awareness and to affirm their identity as inhabitants of Polynesia, whether native born or immigrants.

We propose to do this with a series of five books plus a teacher's guide.

The books will be divided into the following topics:

- | | |
|--------|-----------------------------------|
| Book 1 | Finding Out About the Voyage |
| Book 2 | Building the Canoe |
| Book 3 | Provisions and Other Preparations |
| Book 4 | The Voyage |
| Book 5 | The Polynesian Voyaging Society |

Text, illustrations, and titles will be lively, vivid, and exciting in order to attract and hold the attention of young readers. Dialogue will be used wherever possible. Chants and songs will be incorporated into the story line. Hawaiian words will be used throughout the books, always in such a way that they are well defined and fit into the context of the story.

The first four books will be based on the Moikeha cycle, and the story will be seen through the eyes of Moikeha's grandson, Kahai. The fifth book, which discusses the Polynesian Voyaging Society, will be seen through the eyes of a living Hawaiian child.

It is our plan to have paper bound books, 6 inches by 9 inches. Each book will contain four four-color illustrations, sixteen two-color illustrations, and six half page two-color illustrations. There will be approximately thirty-three pages of text per book consisting of about 9000 words. Each book, therefore, will have approximately nine chapters of 1000 words each. There will, of course, be some variation in this.

This is a nonprofit and tax exempt educational project. All money generated from the sale of the books will go into a revolving fund to promote further educational projects of the Polynesian Voyaging Society.

OBJECTIVE

The object of the books is to translate the excitement, adventure, and scientific and educational significance of the voyage of Hokule'a into attractive prose and stimulating illustrations at an appropriate reading level for children in grades four through seven.

Through the books we have an opportunity to help all children of Hawaii gain an appreciation for and develop pride in the skills of the ancient Polynesians. Their skills in navigation, for example, are probably unsurpassed anywhere in the world in ancient or modern history. This ability to sail over vast areas of the Pacific Ocean, without instruments, relying on knowledge of stars, winds, and ocean swells, is only part of a larger picture.

The early Polynesian lived in complete harmony with his environment. He understood and respected the forces of nature which were greater than himself; he realized that each living thing has a place in the grand scheme of the total environment. Living in the middle of the Pacific, unable to trade with the outside world, he relied completely on his local environment for all his needs - food, clothing, shelter, and material possessions. This ecological and environmental awareness, self-sufficiency, and respect for nature have been all but lost by modern man, who is just beginning to realize that the earth's resources are finite, and that we cannot necessarily shape the earth to our desires, but must learn to bring our lives into harmony with the forces of the earth. Modern man has much to learn from the early Polynesian.

Many of these concepts can be translated for children in these books. Always keeping the larger focus on the canoe and the voyage, the books will portray, through dialogue and action, the vast skills of the ancient Polynesians, as well as their ability to live in harmony with nature and their self-sufficiency.

OBJECTIVE
Continued

In addition the series will reveal social customs and show the character of the people; for example, the true aloha spirit, the 'ohana system, and the feeling that each individual has a place in the family and a special contribution to make to society.

The central characters will have adventures and face problems with which today's children can identify. The books will, however, remain true to the spirit and philosophy of the early Polynesians.

These books can be used as learning tools in Hawaiian history and culture, including legend, mythology, religion, astronomy, canoe building and sailing, ancient Polynesian navigation, survival on the ocean, preparation of food and other provisions for such a voyage, origins of the Polynesians, geography of the islands of the Pacific, exploration and settlement patterns, and aspects of Hawaiians culture and customs.

DETAILED COST ESTIMATE

Proposed budget for five books plus teacher's guide:

Printing	\$19,500.00
Honorarium for Writers and Illustrators	1,200.00
Supplies and Equipment	150.00
Secretarial Help	150.00
Postage	110.00
Warehousing and Distribution	50.00
Editor-Coordinator's Budget	5,000.00
Total	\$26,160.00

Proposed breakdown for Editor-Coordinator's budget:

Salary	\$4,000.00
Office Space	150.00
Telephone	125.00
Petty Cash (xeroxing, postage, etc.)	200.00
Brochure	350.00
Supplies	75.00
Miscellaneous	100.00
Total	\$5,000.00

This budget was approved by the Board at their meeting August 25, 1975.

The Board has authorized \$5,000.00 for the project.

SOURCE OF ANTICIPATED SUPPORT AVAILABLE TO COMPLETE THE PROJECT

We anticipate support from local trusts and foundations, and expect favorable support from the Department of Education and from private and parochial schools in Hawaii, wherein the schools would purchase the sets for classroom use.

POLYNESIAN VOYAGING SOCIETY

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

October 11, 1975

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COLIN PERRY
GAIL PREJEAN
R. KIMBAL
THOMPSON
LOUIS VALIER
DOUGLAS YEN, PH.D.

To: The Board of Directors

From: The Children's Book Project

Personnel

Since my last report to the Board of Directors, the following personnel have been selected for the Children's Book Project:

Illustrators: Allen Akina
Sharon Kumm
John Lennon
Joseph Momoa

Writers: Stanley Kapepa
Nancy Alpert Mower
Maralyn Sarene

Photographer: Peter Anderson

Designer: John Lennon

All writers and illustrators are deeply involved in research and production, and the first drafts of the books are well under way.

Children

In response to the excellent suggestion from the Board of Directors that we use real Hawaiian children as subjects of the final book, and have black and white photographs, we have lined up four children from Blanche Pope Elementary School in Waimanalo.

One boy and one girl will serve as models for the photos in the final book; and another boy and girl will serve

HAWAII



TAHITI

BICENTENNIAL VOYAGE OF REDISCOVERY
HOE AKU I KA WA'A

Children's Book Project
Page 2

as models for illustrations for the books of fiction. These children will be at the workshop Friday night and Saturday. Peter Anderson will be there Saturday morning to photograph them.

At a later date we will arrange to have the children photographed aboard the canoe.

Professional Response to the Books

The Editor-Coordinator has met with Elaine Takenaka, Director of Social Studies Curriculum of the D.O.E., Alice Bender, Children's Librarian for the State Library System, and Harry Uyehara, Director of Library Services for the State public schools. These three individuals reacted most favorably toward the project.

Ms. Takenaka suggested that we submit a copy as soon as one is available, to be reviewed for the approved book list which goes out to all teachers in the spring. Teachers usually refer to this approved list in selecting their new curriculum material.

Alice Bender indicated that they often receive requests from Mainland librarians for books such as these, since there is great interest in Hawaiiana on the Mainland.

Harry Uyehara suggested that teachers may want to buy enough sets for classroom use -- i.e. approximately 20 sets per classroom.

Funding

After much research and consideration we have decided to combine the books on "Building the Canoe" and "Provisioning" into one book -- "Preparing for the Voyage." This will save approximately \$3,000 in printing costs, and add to the continuity of the project.

We have received a grant of \$1,000.00 from the Hawaii Bicentennial Commission and permission to use the Bicentennial logo-type in the books.

August Yee and Nancy Mower have met with Jane Giddings and Lois Smouse to discuss grants from local trusts and foundations. Nancy is preparing material for funding proposals, which Jane Giddings and Lois Smouse will present to various foundations at their next meetings.

From these trusts and foundations we hope to receive approximately \$10,000.00.

Children's Book Project
Page 3

Our total budget as approved at the last meeting is \$26,160.00. If we sell 5000 sets at \$5.00 per set (\$1.00 per book) we will generate \$25,000.00.

The difference between income from sales and the amount we hope to raise from trusts and foundations should cover any additional handling and distribution expenses.

Brochures

Two thousand brochures were printed by Fisher Printing Co. (attached)

These are being mailed to members of the Polynesian Voyaging Society and to principals of any school which has a fourth or seventh grade.

We do not want to commercialize this project, but we do feel that in addition to the schools, it would be a good idea to make the books available to individuals who have a particular cultural or historical interest in the area of Polynesian voyaging. Therefore, the Book Project Committee has recommended that we mail brochures to members of the Bishop Museum Association, the Hawaiian Historical Societies on all islands, Presidents of Hawaiian Civic Organizations, Presidents of Canoe Clubs, Presidents of active community associations, and specific book shops such as the Bishop Museum Book Store, the Art Academy Book Store and Lyman House. To do this the Committee has recommended an additional printing of 4000 brochures, which would cost approximately \$214.00.

We are requesting approval of the Board for this second printing and distribution.

Continuing Education Committee

Any overages from the sale of the books will be put into a revolving fund for future educational projects of the Polynesian Voyaging Society. This point is being emphasized in the fund raising material for trusts and foundations.

The Book Project Committee has requested the Editor-Coordinator to ask the Board of Directors to set up a Continuing Education Committee for future ongoing projects in the area of education.

Respectfully submitted,

Nancy Alpert Mower

Nancy Alpert Mower
Editor-Coordinator
Children's Book Project

POLYNESIAN VOYAGING SOCIETY

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

November 6, 1975

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COLIN PERRY
GAIL PREJEAN
R. KIMBAL
THOMPSON
LOUIS VALIER
DOUGLAS YEN, PH.D.

To: The Board of Directors

From: Children's Book Project

First drafts of all books should be finished by November 15. We will then begin the process of revision, and we'll request review and criticism from a wide variety of individuals, including officers and members of the Board.

We have submitted requests for funding to the following:

<u>Trust or Foundation</u>	<u>Next meeting</u>	<u>Requested</u>
Juliette M. Atherton Trust	December	\$3500.00
F. C. Atherton Trust	March	1500.00
George P. & Ida T. Castle Trust	January	1500.00
Samuel N. & Mary Castle Foundation	December	1500.00
Charles M. & Anna C. Cooke, Ltd.	January	2000.00
McInerny Foundation	November	3500.00
G. N. Wilcox Trust	February	2000.00

There has been a strong request from some of the illustrators and from teachers and others who have seen sample illustrations that the size of the books be modified from the proposed 5½ x 8½ to 8½ x 11. We are informing the Board that this is being studied further, and it is possible that we will come back in December and ask for an increase in our budget.

Respectfully submitted,

Nancy Alpert Mower

Nancy Alpert Mower
Editor-Coordinator
Children's Book Project

(To be submitted by August Yee)

HAWAII

TAHITI

BICENTENNIAL VOYAGE OF REDISCOVERY
HOE AKU I KA WA'A

10-27-75
October 24, 1975

Polynesian Voyaging Society
Box 6037
Honolulu, Oahu
Hawaii 96818

Dear Members of the Board,

For several weeks I have been trying to personally contact Herb Kane or Kinis Higo when they were on Kauai. But my timing was always wrong. My feeling for the personal contact was to sound them out first, before formally writing you our proposal.

We, the members of Hālāpa i Hula me Keli of Kauai are dreamers. Never the-less we are hoping that you will accept our support and services by electing us to become your official hula troupe. As your official hula troupe we would participate in your launchings and arrivals to and perhaps from Tahiti and Hawaii. We would also do your official or formal entertaining. We do have a large repertoire of ancient and modern hulas. This will

naturally entail more research work and conferences with all my sources, Kani Zuttermeister, my parents, Ned and Pua Finckley, and Auntie Emma Sharpe. It will also include conferring with you should you decide to accept our gift.

After some fairly thorough discussions, we are more than willing to work hard to earn the money to finance this far-reaching educational experience. Housing does pose a bit of a problem. As their Kumu, I would prefer that we stay with some local families rather than hotels. I feel living with the people is the most valuable part of an educational experience abroad. A few of the girls said that they had invitations to visit from people living in Tahiti who were living on Kauai. The girls are most enthusiastic especially should this come to pass.

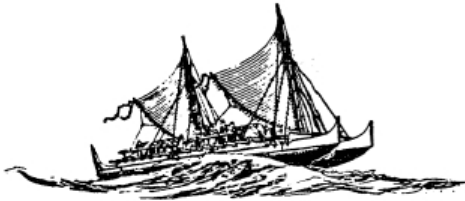
We are a private hula group. We are not professionals; nor are we affiliated with any State organizations. We are simply people intensely interested in re-creating and re-establishing the hula to the standards of its origins as "... a delicate, graceful, artistic, and appropriate form of dancing."

Some of you have seen a portion of us perform on Maui at the wa'a Kaunua Mo'olele's dedication. Just to refreshen your memories: The girls performed my father's mule 'Inoa Mo'olele after greeting it with the proper leis when it was beached. We also performed a series of ancient hulas during the luncheon entertainment ending with a performance of Mo'olele, this time doing it in the hula noho form.

Another of our accomplishments happened in the Merrie Monarch Festival in Hilo this past April. It was the first time Kauai had entered and we placed second in the Hula Kahiko category. We also placed fourth and fifth out of fourteen groups in the Hula Iuplement and Hula Auana categories. We were lucky I guess.

We, the Baileys, are members of the Polynesian Voyaging Society. My parents, Ned and Pua, my sister Mary Helen and brothers Ed and Charlie Finkley of Lihouea are all active with Hui Wa'a Kaunua Mo'olele and the Lihouea Canoe Club. As a Lihouea girl and a member of that family, I want to offer you the only talent I have, Hailapa i hula me Kalia o Kauai.

Mae Kaula Punihaue
Roselle P.K. Bailey



This is a nonprofit, and tax exempt educational project of the Polynesian Voyaging Society. All money generated from sale of the books will go into a revolving fund to promote further educational projects of the society.

The spirit of aloha, the knowledge and skills of the Polynesians, their courage, their faith, their understanding of and respect for their environment will be woven into the adventures of the children in the books.

These books can be used as learning tools in Hawaiian history, culture, customs, legend, mythology, religion, mathematics and astronomy, canoe building and sailing, non-instrument navigation, preparation of food and provisions, survival on the ocean, geography, and exploration and settlement patterns.

**FOR FURTHER INFORMATION
CLIP AND MAIL TO:**

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



NAME _____

ADDRESS _____

CITY _____ **STATE** _____ **ZIP** _____

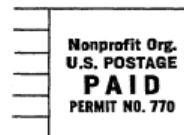
I would like further information about these books. ☐

I would like to contribute to the book project. My contribution of \$_____ is enclosed. ☐

I would like to reserve _____ sets of books in advance. I understand that you will advise me of costs and distribution dates as soon as these are available. ☐

I represent _____ School. Please contact me. Phone _____.

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



FINNEY, BEN R.
[REDACTED]
HONOLULU, HI. 96821

POLYNESIAN VOYAGING SOCIETY

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

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GAIL PREJEAN

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THOMPSON

LOUIS VALIER

DOUGLAS YEN, PH.D.

October 23, 1975

Dr. Ben Finney
Department of Anthropology
Porteus Hall #346
University of Hawaii
Honolulu, Hawaii 96822

Dear Dr. Finney:

I'm enclosing for your consideration a copy of the supporting information we are sending with the grant requests to the local trusts and foundations.

Because I do not want to do the final paste up from the IBM compositor, until we are sure no further changes will be made, I have clipped certain portions. The paper clips, of course, will not show on the final copies.

If you wish to make any changes or corrections, please let me know. I will send the final requests to Hawaiian Trust and Bishop Trust before the end of next week.

Sincerely,

Nancy
Nancy Albert Mower
Editor
Children's Book Project

HAWAII

TAHITI



BICENTENNIAL VOYAGE OF REDISCOVERY
HOE AKU I KA WA'A

DESCRIPTION OF THE PROJECT

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OBJECTIVE

Continued

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Editor-Coordinator's Budget	<u>5,000.00</u>
Total	\$26,160.00

Proposed breakdown for Editor-Coordinator's budget:

Salary	\$4,000.00
Office Space	150.00
Telephone	125.00
Petty Cash (xeroxing, postage, etc.)	200.00
Brochure	350.00
Supplies	75.00
Miscellaneous	<u>100.00</u>
Total	\$5,000.00

This budget was approved by the Board at their meeting August 25, 1975.

The Board has authorized \$5,000.00 for the project.

SOURCE OF ANTICIPATED SUPPORT AVAILABLE TO COMPLETE THE PROJECT

We anticipate support from local trusts and foundations, and expect favorable support from the Department of Education and from private and parochial schools in Hawaii, wherein the schools would purchase the sets for classroom use.

PROPOSED SPONSOR

Polynesian Voyaging Society
Box 6037
Honolulu, Hawaii 96818

LIAISON OFFICIAL

Nancy Alpert Mower, Editor-Coordinator
Honolulu, Hawaii 96821

Phone: Office: 841-3746
Home: [REDACTED]

TIME FRAME

We hope to have the books ready in time to coincide with the voyage of Hokule'a in the spring of 1976. Therefore, by December 31, 1975, all manuscripts will be completed, and the books will be ready to go to press.

SPONSOR'S RESOURCES

The Polynesian Voyaging Society has received in excess of \$11,000.00 from local trusts and foundations. Of that amount \$5,000.00 was authorized by the Board of Directors for this project. The Society has been successful in its fund raising, but it is most desirous that the Children's Book Project play a significant role in the overall scheme; therefore, the Book Project Committee is seeking additional support from trusts and foundations.

RELEVANCE TO BICENTENNIAL OBSERVANCES

The Polynesian Voyaging Society's double-hulled canoe voyage to Tahiti and return in 1976 is an 'Approved' project of the Hawaii Bicentennial Commission. The Children's Book Project, which is an extension of the Society's program to provide education related to Polynesian origin, ocean voyaging and settlement in Hawaii, has also been given 'Approved' status by the Hawaii Bicentennial Commission. The Commission has awarded a grant of \$1,000.00 to the Book Project, and along with the grant, Commission certification and permission to use the Bicentennial logo-type for the books.

July 4, 1975 the Polynesian Voyaging Society received an award from the American Revolution Bicentennial Administration. Mr. Kent Williams, Western Regional Director of the Bicentennial Administration, presented a silver medallion to the Society. In presenting the award Mr. Williams stated that this project had been voted as one of the most inspiring of all U.S. Bicentennial events.

PARTICIPATION OF YOUTH AND ETHNIC OR MINORITY GROUPS

The books are designed for students in grades four through seven. They will be very challenging to youngsters of Hawaiian ancestry, giving them a sense of pride in their history and in the skills, knowledge, faith and courage of their ancestors, and since Polynesians are the cultural ancestors of all residents of Hawaii, children of all ethnic backgrounds will benefit by gaining a deeper appreciation of these skillful and talented people.

This series can be used by the Department of Education as part of its regular social studies curriculum. In the public schools Hawaiian history is taught in grades four and seven, and this includes a study of cultural heritage, economy, the people, and the political system. These books could be an integral part of that curriculum.

RESIDUAL VALUE

The books will be used in the schools for a number of years. We anticipate that they will also be distributed in libraries. After the Bicentennial Year, if it is deemed appropriate, the Society might sell the books to the general public. Any profits generated from this type of sales would accrue to the Society, which is a nonprofit, tax exempt association, for future use in its educational programs.

TRUSTS AND FOUNDATIONS IN HAWAII TO WHICH APPLICATIONS FOR GRANTS ARE BEING MADE

Juliette M. Atherton Trust	\$3500.00
F. C. Atherton Trust	1500.00
George P. & Ida T. Castle Trust	1500.00
Samuel N. & Mary Castle Foundation	1500.00
Charles M. & Anna C. Cooke, Ltd.	2000.00
McInerny Foundation	3500.00
G. N. Wilcox Trust	2000.00

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Nancy Alpert Mower
Marilyn Sarene

ILLUSTRATORS FOR CHILDREN'S BOOKS

Allen Akina
Sharon Kumm
Joseph Monioa
John Lennon

DESIGNER

John Lennon

PHOTOGRAPHER

Peter Anderson

TEACHER'S GUIDE

Cecilia Lindo

APPENDIX

Outline of the Books

The books will be based on the Moikeha cycle. Moikeha, who lived in Waipio Valley on the Big Island, sailed to Tahiti in about the year 1200 A.D. with his brother Chief Olopana, and other members of the family. Eventually Moikeha returned to Hawaii, married, and became ruling chief of Kauai. In later years he yearned to see his son, Laa, who was still in Tahiti, so he sent Kila, his youngest son to Tahiti to bring Laa back. Kila returned with Laa, who brought with him his priests, his god Lono, and his sharkskin drum. Years later Moikeha's grandson, Kahai, voyaged to Upolu, in the Tahitian group, returning to Hawaii with the first breadfruit, which he planted at Kualoa, Oahu.

The first three books in this series will focus on the voyage of Kila when he was sent to Tahiti to fetch Laa. The story will be seen through the eyes of Kahai, who was probably a young child at the time of Kila's actual voyage. Everything which occurs will be seen through the eyes of Kahai or some other child.

Kahai will participate in every phase of the trip, including early discussions of the impending journey, finding materials for and building the canoe, preparing provisions, learning skills required for sailing and navigation, and finally facing the problems and thrills of the actual voyage.

Kahai and other children will have numerous adventures; some exciting, some frightening, some amusing. These adventures will be the type with which young readers can identify, but will be based on fact. Characters and events will be as historically authentic and accurate as possible.

The spirit of aloha, the knowledge and skills of the Polynesians, their faith and courage, and their understanding of and respect for their environment will be woven into the adventures of the young children throughout the books.

The fourth book will be about the Polynesian Voyaging Society. This book will be seen through the eyes of a child of today, and will discuss the actual building of Hokule'a, training the crew, preparing provisions, psychological and spiritual preparation, the voyage itself, reasons for the project, and what we hope to prove by this journey.

In addition to the four books, we will prepare a guide which can be used by teachers and parents, in order to help them interpret to children the significance of the voyage.

Book 1 Finding Out About the Voyage

In the first book the child, Kahai, discovers that a canoe voyage will be made to Tahiti. He does not at first know that he will participate in the voyage, but he senses the excitement and the profound significance of such a trip.

With other children in the village, Kahai listens to the story teller, who is his grandfather, Moikeha. Moikeha talks about the trip he made to Tahiti long ago and of his yearning for his son, Laa.

Woven through this book will be descriptions of trees, birds, flowers, and plants of Kauai at that time, as well as customs such as separate eating houses and various kapus.

As the book unfolds Kahai slowly becomes aware of the faith and courage necessary for such a voyage, and wonders whether he would like to participate.

Book 2 Preparing for the Voyage

Kahai is apprenticed to a family of canoe builders. He participates in every phase of building the canoe, from finding the right koa tree, to felling the tree, carving the canoe, lashing, caulking, sewing sails, painting the canoe and shaping the paddles.

Feasts and religious ceremonies are held at each step. These will be described in vivid detail.

Book 2
Continued

As the canoe is constructed, the builders discuss their reasons for designing and building it the way they do. The book will include a description of the tools used, such as drills from shark's teeth, shell tools, and adzes, constructing the side strakes (mo'o), bow and stern pieces (nau), crosspieces ('ako), spears, boom, and belaying rods, lashing, plugging the lashing holes with chunks of hau, designing and building the masts, caulking hull planks with sap after it has been heated with sennit, smoothing and polishing the canoe, mixing paint out of soot and kukui nut oil, and a discussion of the different types of paddles needed, such as large steering paddles for sweeps and smaller paddles for auxiliary power.

In the evenings the canoe builders sit around the fire discussing the voyage that will be made, the skills needed in navigation, and the gods who will accompany them on the trip.

Other preparations for the trip will be shown with children helping as much as possible. The book will describe foods to be taken, such as sweet potatoes, taro, bananas, pandanus fruit and paste, dried and green bananas, sugar cane, dried fish, hard poi, arrowroot flour and discuss ways of handling perishable foods.

Coconuts will be taken for food and oil and water must be stored in gourds. Children will help prepare bone and shell fish hooks, nets and other fishing gear. The voyagers will have to take whatever animals they will need, such as chickens, pigs and dogs.

This book will be sprinkled with adventures for the children involved, showing the Hawaiian way of life, divisions within society, and the land-sea ethic.

The last chapter will be devoted to the canoe launching ceremony -- pounding poi, preparing the imu, wrapping food in ti leaves, laying banana leaves on top, lighting the fire, and the psychological preparation for the ceremony. There are chants and prayers. Food on coconut leaves is passed to paddlers on the canoe. As the canoe hits the water, a school of porpoises is sighted across the bow, denoting good luck for the voyagers.

When the ceremony is over and everyone is feasting, Kahai finds out that he has been chosen to go on the voyage. Readers should close this book eager to pick up the next one, which will tell about the voyage itself.

Book 3 The Voyage

As Kahai and other children travel to Tahiti, they encounter numerous difficulties and a near disaster. Each problem is overcome by the skill and knowledge of the crew.

Problems include losing paddles, tearing the sails, sharks, the doldrums, the difficulty of navigating near the Tuamotus, storms at sea, including a typhoon. One crew member becomes ill and ancient Hawaiian medicine is used. The children at this time realize what happens when one member is not able to do his part. They also must learn to cope with psychological problems, such as boredom and lack of sleep.

Navigation and sailing instructions will be woven into the text. Fishing techniques will be shown, as well as the manner in which the food is distributed.

In the first chapter the Master Navigator asks the Sea God to clear away clouds, so he will be able to see the stars. The children look longingly back to their homeland, wondering how much they will miss it.

Book 3 Continued

Throughout the journey the navigators explain their technique to the children, who thus learn about star path steering, the position of the stars, specific stars, such as the North Star and the Southern Cross, zenith star observation, and the difference between a fanakenga or zenith star and a kaveinga or compass star.

They learn to steer by ocean swells, keeping a steady course between pitching and rolling, and to allow for the amount of downward drift under varying wind velocities. They are taught to read trade wind clouds, which mass, then break up, showing the position of atolls.

A large piece of drift wood comes in sight. This raises the children's hopes. Perhaps land is near. Upon close inspection, however, they discover that it has been drifting for many months as it is covered with barnacles, and is, therefore, not an indication of the proximity of land.

Eventually they sight birds and are able to make predictions from flight patterns. They also learn to interpret the swell patterns, which refract around an island or are reflected back; and they discover the difference between seaborne clouds which drift and land clouds, which appear stationary.

Book 4 The Polynesian Voyaging Society

Book 4 discusses the Society, the reasons for building the canoe and undertaking the trip, tells about the actual canoe and the training of the crews, and describes the voyage to be taken.

This book discusses various theories as to how the islands were populated, and includes a discussion of the random drift theory. Evidence linking the Hawaiians with the Marquesas is shown - archeological evidence, such as tools, fishhooks, and ornaments, and evidence from linguistics and tradition. Exploration and settlement patterns of the early Polynesians are discussed.

The book may include a comparison with the type of navigation practiced by Europeans at this same time period.

In addition to illustrations, this book will contain black and white photos, and the story will be told through the eyes of Hawaiian children of today.

We will attempt to include a comparison between today and the past, showing how the Society tries to replicate the past, while taking advantage of knowledge and techniques which were not available to ancient Polynesians.

The Teacher's Guide

The guide, which can be used by teachers and parents, will include arts and craft projects, games, puzzles, and suggestions for group discussion and projects. For example, some students might prepare and eat some of the food taken on such a journey; others might design and build a model canoe; while some of the more advanced students might learn about mental star paths.

Teachers can use the books in teaching about Hawaiian history, culture and customs, including legend, mythology, religion, mathematics, sailing and navigation, astronomy, survival under difficult conditions, early exploration and settlement patterns, and geography of the Pacific.

POLYNESIAN VOYAGING SOCIETY

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

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October 23, 1975

Dr. Ben Finney

Honolulu, Hawaii 96821

Dear Dr. Finney:

I'm enclosing for your consideration a copy of the supporting information we are sending with the grant requests to the local trusts and foundations.

Because I do not want to do the final paste up from the IBM compositor, until we are sure no further changes will be made, I have clipped certain portions. The paper clips, of course, will not show on the final copies.

If you wish to make any changes or corrections, please let me know. I will send the final requests to Hawaiian Trust and Bishop Trust before the end of next week.

Sincerely,

Nancy

Nancy Alpert Mower
Editor
Children's Book Project

HAWAII



TAHITI

BICENTENNIAL VOYAGE OF REDISCOVERY
HOE AKU I KA WA'A



HONOLULU, HAWAII 96822

July 31, 1975

Mrs. Nancy Mower

Honolulu, Hawaii 96821

Dear Mrs. Mower:

I'm happy to inform you that the Editorial Board of the Children's Book Project for the Polynesian Voyaging Society has selected you to be Editor-Coordinator for the project. The selection was based on a careful consideration of the outlines and ideas submitted by all the candidates. Based on the committee's recommendations and our subsequent conversation, please note the following:

- 1) The committee is in full accord with the conceptual framework you have outlined and would like you to proceed accordingly. Naturally, modifications will be necessary, as you consult with resource people, writers and illustrators. In addition, the committee will have input as it meets with you at periodic intervals.
- 2) Rather than establish a formal job description for you, the committee feels that your own outline represents a sufficient blueprint for the project, both from a creative and logistic viewpoint.
- 3) The committee undertakes to engage you on a contractual basis for a period of five months beginning with Aug. 1, 1975. Your compensation will be \$800 per month.
- 4) Office space and telephone will be furnished to you by the Bishop Museum in an area adjacent to the office of the Polynesian Voyaging Society. Sandy Maile, the Secretary of the Society, will give you secretarial support as needed. Please make arrangements with Sandy Maile for the purchase of supplies such as paper, etc. Unless you can procure your own typewriter, you may need to arrange for rental or purchase, whatever appears to be more economical.
- 5) The committee asks that your first task be the preparation of a pamphlet or brochure describing the project, including appropriate illustrations, which could be used to generate funds for publication.
- 6) In your discussions with potential contributing authors and illustrators, please stress that this is a nonprofit project and that any monies realized from the sale of the books will go into a revolving fund to promote the educational work of the Polynesian Voyaging Society. Accordingly, compensation should be based on a token stipend of \$100 per contribution, as you suggested.


Ltr, Mrs. Mower, July 31, 1975

- 2 -

- 7) The committee recommends that you contact the other candidates who have submitted outlines and invite them to cooperate as contributing authors. They may also have ideas concerning suitable illustrators. As discussed, I will speak to Jean Charlot concerning his potential role as artistic advisor.
- 8) Your deadline for the completion of manuscripts for the six books and the teacher's guide should be Nov. 30, 1975.

The next meeting of the Editorial Board will be on Monday, Aug. 11 at 10:00 in the Hawaiian Room of Cooke Library, Punahou campus. At that time I hope that you can inform us of the initial steps you have taken. Perhaps we can then also approve the brochure text, so we can proceed with the necessary fund-raising.

Sincerely,


Siegfried Ramler
Chairman, Editorial Board
Children's Book Project

bs

POLYNESIAN VOYAGING SOCIETY

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

July 17, 1975

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Dear Members of the Committee,

Enclosed are copies of the applications and outlines in response to our call for an editor-coordinator for the Children's Book Project.

I have not included the samples of writings which were submitted by some of the candidates, but you may consult them at any time in my office.

Could we meet on Monday July 28, 1975 , 9 a.m., Cooke Library, Hawaiiana Room at Punahou School, to proceed with the selection process?

If at all possible, I'd like every committee member to be at the next meeting, so we can have the benefit of your ideas prior to the selection of an editor. Needless to say this will be the most important function of our committee.

Sincerely,

Siegfried Ramler

Siegfried Ramler

Chairman

Children's Book Project

HAWAII



TAHITI

BICENTENNIAL VOYAGE OF REDISCOVERY
HOE AKU I KA WA'A

ILLEGIBLE

Stanley Kapepa
Proposal for the Children's Book Project

I. Professional background

B.A. degree from Oklahoma Baptist University, Shawnee Oklahoma. Major in English; minor in Latin. Fifth-year certificate from State of Hawaii. Regular teacher at Blanche Pope Elementary School. Hawaiian Studies for the last three summer school sessions at Kamehameha School. Peace Corps volunteer teacher in Sierra Leone, West Africa.

II. Samples of own writings

A. Maui and the 'Alae Birds.

This was written first as a skit for a Boy Scout workshop at Pupukea. Later Phyllis Loomis, a Honolulu artist, and I collaborated on the enclosed children's illustrated story book. Maui and the 'Alae Birds will be submitted to another local publisher when it is returned.

B. Iwe is one of eight plays I have written for students in Intermediate schools (seventh to ninth grades). The plays have also been performed by elementary school children.

C. I have a small collection of short-short stories and poems written during my two-year service as Peace Corps volunteer in Sierra Leone, West Africa.

D. A collection of short stories and poems of contemporary Hawaiian life has been started also.

E. The dramatic portion of a Hawaiian opera is my current project. Enclosed is the prologue to it. The opera is based on a legend originated in Lana'i.

III. Statement of approach to project

I should like to develop a story-line that would encompass the two waves of migration according to the Emory-Sinoto theory --- the first wave coming from Marquesas and the second coming from Tahiti. Included in this story-line would be the following:

I. Preparation for the Tahiti-Hawaii voyage

A. Rumors of a land to north

1. Heard from Marquesans
2. Heard from other Tahitians

B. Increase in population

1. Pa'ao's influence wanes
2. Extermination imminent
3. Pa'ao's desire to preserve culture and life style intense
4. Pa'ao consults the gods
5. Secret construction of canoe
6. Storing of food supplies, animals, etc
7. Launching out in the night
8. Navigating by the stars

II. The long voyage

A. Organization of peddlers in shifts

B. Rationing the water and food supplies

C. Coping with the various storms and other sea hazards

D. Frustration with monotonous routine (complaining peddlers)

- E. Tangible signs of land (birds, stars, cloud formation, etc.)
- F. Relief and joy at sight of land
- G. Renewed zeal in paddling
- H. Arrival in Hawaii

III. Conflict with earlier settlers

- A. Greeted by war-like inhabitants
- B. Resolved differences by physical force
- C. Pa'ao's people are victorious
- D. Establishing of priestly line and culture
 - 1. establishing of caste system
 - 2. establishing of kapu system
 - 3. reinforcing the power of the gods
- E. Exploring the new land
- F. Adapting to the new land.

In developing the story-line I would use every opportunity to explore and different areas of Hawaiian culture. For example, the different rituals and, possibly, chants might be used to depict the whole process of building the canoe from the selecting of the tree to the launching of the canoe. Also, the "ohana" system might be stressed to show how all tasks were shared by everyone.

The traditional legends would be used to explain the migration of the gods and the "children of the gods" to Hawaii and the eventual arrival of the "real" Hawaiians in their canoes.

Nancy Alpert Mower
1536 Kamole Street
Honolulu, Hawaii 96821
July 9, 1975

Siegfried Ramler
Chairman, Editorial Board
Children's Book Project
Polynesian Voyaging Society

Dear Mr. Ramler:

The purpose of this letter is to present my suggestions as to the scope of the Children's Book Project and to discuss ways in which I would implement the project as editor-coordinator.

I see the book project as an opportunity to recreate for the children of Hawaii the excitement and wonder of the canoe voyage; but it is much more than that. It is an opportunity to help all the children of the state gain an appreciation for and develop pride in the marvelous skills of the ancient Polynesians. Their skills in navigation are probably unsurpassed anywhere in the world in ancient or modern history. This ability to sail over vast areas of the Pacific without instruments, relying on knowledge of stars, winds, and ocean swells, is only part of a larger picture.

The ancient Polynesian lived in complete harmony with his environment. He understood and respected the forces of nature which were greater than himself; he realized that each living thing has a place in the grand scheme of the total environment. Living in the middle of the Pacific Ocean, unable to trade with the outside world, he relied completely on his local environment for all his needs -- food, clothing, shelter, and material possessions. This ecological and environmental awareness, self sufficiency, and respect for nature have been all but lost by modern man. We are just beginning to realize that our resources are finite and that we cannot necessarily shape the earth to our needs, but must learn to bring our lives into harmony with the forces of the earth. Modern man has much to learn from the early Polynesians.

I think many of these concepts can be translated for children in this series of books. Always keeping the larger focus on the canoe and the voyage, I believe that through dialogue and action we can portray the harmony with nature and the self sufficiency of the ancient Hawaiians.

In addition I feel the books should portray social customs and show the character of the people; for example, the true meaning of aloha as it was exemplified in the lives of the people, and the 'ohana system, showing the way in which each member of the family loved, cared for, and respected all others.

I propose a series of six books. The first five would center around two characters, a girl and a boy. These children should be about 13 years old -- the upper age of those children for whom we are aiming the project, because it is an old adage in writing for children that younger children like to read about those who are older, but the reverse is seldom true. Our central characters should remain on stage at all times. They participate in every phase of the voyage, including early discussions of the impending journey, finding material for and building the canoe, (which should be named Hokule'a) preparing other provisions, the trip itself, and adapting to a new land.

The sixth book in the series will not be about the two central characters, but will be instead a discussion of the Polynesian Voyaging Society today, the actual trip that will take place, reasons for the project, and what we hope to prove.

I would divide the six books as follows:

Book I	Finding Out About the Voyage
Book II	Building the Canoe
Book III	Provisions and Other Preparation for the Voyage
Book IV	The Voyage
Book V	Adapting to a New Land
Book VI	Polynesian Voyaging Society Today

These are subject titles. We will need exciting and provocative titles for the project itself, for each book, and for the chapters within the books.

In addition to the six books we should prepare a teachers' guide. Teachers should be able to use these books in many aspects of their curriculum. The books ought to encourage reading and increase children's knowledge of ancient Polynesian culture and customs. The series can also be used as a jumping off point for teaching legend, mythology, religion, astronomy and mathematics, sailing and navigational skills, science, nature, food and nutrition, and ecology.

I have included with this proposal a brief suggested outline for each of the six books. These are only broad suggestions. I realize that further research will be needed and many more details must be filled in.

Everything which occurs in the first five books will be seen through the eyes of the two children. As often as possible the story should be told in dialogue. Throughout the series the children should have numerous adventures, some exciting, some frightening, some amusing. These adventures will be those with which young readers can identify, but must always remain authentic. Careful review by the editorial board is extremely important; for even though the books are fiction, we must at no time portray anything that could not actually have occurred.

The spirit of aloha, the knowledge and skills of the Polynesians, and their understanding of and respect for their environment can be woven into the adventures of the young boy and girl as they travel from Tahiti to Hawaii.

I would recommend using Hawaiian words liberally, but always in such a way that they are well defined and occur within the context of the story. We should also incorporate chants and songs whenever they logically fit into the books.

If I should be selected as the editor-coordinator, I would at all times anticipate and appreciate guidance and suggestions from the Children's Book Project Committee. I realize that all aspects of this proposal are tentative and subject to modification as the work proceeds. I would submit suggestions to the committee and abide by their decisions. Frequent meetings with the committee would be beneficial.

In my opinion there should also be regular meetings of the editor with all writers and illustrators in order to develop a feeling of coordination and continuity. At these meetings we could ascertain whether the project is progressing satisfactorily, see that deadlines are met, correct errors, and make needed changes as we go along.

Because our time is limited, I think we should select the additional writers and illustrators as soon as possible, so these individuals can begin to familiarize themselves with the project. I would be willing to write two or three of the books myself and suggest that we select one or two additional writers. In other words, we should have two writers, each doing three books, or three writers, each doing two books. There should be no more than two or three illustrators (or photographers,) if we're able to find individuals who can devote the necessary time and energy to the project.

As editor I would undertake initial interviews with writers and illustrators to determine their ability, interest, and time available for the project. I would then narrow the list down to perhaps four of each, with final determination to be made by the committee.

In order to insure the high quality product that we all want, I think we should offer token compensation to both writers and illustrators. At a recent meeting of the committee it was suggested that we give an honorarium of \$100 per book. I would recommend that we implement that proposal if our budget can afford it.

I think we will require the help of a professional teacher in preparing the teachers' guide. This would be separate from but coordinated with the other six books. The teacher should receive the same honorarium as the writers and illustrators.

We might require the services of a typist for our final draft. I can do a great deal of the typing myself (I type 80 words per minute,) but to some extent this will depend on timing as we approach our final deadline.

As soon as the final decision has been made as to the number of books and their length, I would prepare and submit a working budget, which would include costs of printing and distribution, materials and supplies (which should be minimal,) honorariums, and expenses for additional personnel such as typists.

One of my first jobs as editor-coordinator would be to set up a calendar and establish deadlines, which must be set after discussion with printers as to their deadlines. I would feel one of my strongest responsibilities as editor would be to see that all deadlines are met.

My next job would be to prepare an illustrated brochure describing the book project. This brochure can be used to generate interest in and financial support of the project.

Late in August I would write to the Department of Education and to private schools, advising them of the project, so that teachers can make plans early in the year to incorporate the books into their curriculums. This letter could also solicit comments and suggestions from teachers, as to ways in which the project could be most helpful to them.

As to my own qualifications for this position:

1. I have written for children in this age group. Three examples are enclosed, "The Sea Monster," a short story published by Junior Trails, November, 1974; "Christmas in Norway," an article published in Highlights for Children, December, 1974, and "The Hawaiian Nene Goose," published in Sandwich Isles, U.S.A., 1973. This last was originally written as an article for a children's magazine. I was invited by the editors to submit it to Sandwich Isles, U.S.A., where it won the Calabash Prize.

2. I am co-editor of The Plains, by Francois des Montaignes. This is a diary written in 1845 by a member of Fremont's Third Expedition. Although this is in no way related to Hawaii, it did require extensive research into a specific period in history. The book was published by University of Oklahoma Press in 1972 as part of The American Exploration and Travel Series.
3. As Office Manager of Life of the Land I was responsible for the newsletter, which involved editing, doing a great deal of the writing, preparing the layout, and making arrangements for printing and distribution.
4. I directed and coordinated the work of volunteers when I was Office Manager of Life of the Land. In that position I was directly responsible to the Board of Directors, a parallel, I believe, to this position, in which I will be directly responsible to the Children's Book Project Committee and to the Polynesian Voyaging Society.
5. I have done extensive research, both in connection with my free lance writing and as research assistant at the State Legislature, first in the House, then in the Senate.
6. I have taught creative writing (Kaimuki Community School for Adults)
7. I have taught school and Sunday School and have led a Bluebird group. I have four children of my own, one in the age group for which we will be writing, and two who have gone through that age group.

I would be willing and able to devote at least 40 hours a week to this project, realizing that some of that time would involve evenings and perhaps weekend meetings. The project should be completed before the legislative session begins next January, so this position will not interfere with my job as research assistant in the State Senate.

If selected, I would expect compensation in the range of \$800 per month. This is less than my salary at the State Legislature, but would be adequate for my needs during the period of this project. In addition to this compensation, some office space would be nice, but is not absolutely necessary. It would be helpful to have a desk, typewriter, table for layouts, and access to a telephone. I could work from my home in Waialae Iki Ridge, but it would be more convenient, particularly for meetings and interviews, to spend part of my time at a more centralized location.

Sincerely,

Nancy Alpert Mower
Nancy Alpert Mower

July 8, 1975

Mr. Siegfried Ramler
Chairman, Editorial Board
Children's Book Project
Polynesian Voyaging Society
C/O Punahou School

Dear Sig;

I'm tossing my malo into the ring regarding the Children's Book Project of the Polynesian Voyaging Society. I stand in awe of the achievements of the early Hawaiians, and I am fascinated to learn how they lived. On the last page of this letter are listed the books which I have written, but suffice it to say for now that, of the five books published, three are about Hawaii directly and all five are related to the sea. I am intrigued by the possibility of combining library research with first-hand experience. I have done a good deal of sailing in modern double-hulled canoes, which are not much advanced beyond the old Polynesian canoes, except that they are made of more durable materials. During the past month on the islands of Lanai and Hawaii, I have inspected heiaus, petroglyphs, caves, hiked into Waipio Valley, hiked the King's Trail between Anaehoomalu and Kiholo Bay, and snorkeled in many interesting places in Kohala. I also attended the shark hunt at Upolu, but the shark did not attend. In the evenings, I re-read William Ellis' Journal.

The foregoing is a way of saying that although I am not an expert on any aspect of Hawaiiana, I have the amateur's love of the subject, and I would like to share my enthusiasm with boys and girls.

If you are looking for an author, I think I could be of service. If, however, by the term "editor-coordinator" is meant a person to conceive, parcel out assignments in writing and illustrating to a number of individuals, supervise and edit their work, see the book or books through publication, direct the marketing, then I would not be interested.

As writer, I would certainly be happy to work with an illustrator and with an editorial board, but when it comes to writing I am a bit suspicious of the committee approach.

On the following page is my proposal regarding the work itself. As for money, If I did the writing and research I would think ten per cent of the retail price of the books would be fair. If illustrations were an important element, the author and illustrator could split the ten per cent in some fair ratio. At this early stage, I couldn't come up with a proposed flat fee, but if such were the arrangement, I wouldn't "hold up" the Society.

Aloha,

Bill Knowlton
William Knowlton
63 Piper's Pali
Honolulu, HI 96822

PROPOSAL
POLYNESIAN VOYAGING SOCIETY
by William Knowlton
July 8, 1975

FICTION (ONE BOOK)

A boy is apprenticed to a family of canoe-making experts, kahunas. As part of his training, he learns the tools, the materials, the selection of the koa tree, the religious traditions, the shaping of the hull, the ama, the iako, the fibers for lashings, the matting for the sail, the tools for grinding and finishing, the staining substances, the paddle, and the ways to care for the canoe so that it will last. He learns patience and respect known to but few people today. During this learning process, he is aware that at a certain time he will be subjected to a time of testing - a trial by ordeal. To prove himself worthy of his chosen craft, he will construct his own small outrigger canoe and sail it alone to another island and back. On this voyage his courage and resourcefulness will be severely tested. Will he return? If he does, it may be that he has left a boy and returned a man.

NON-FICTION (ONE OR TWO BOOKS)

"High in the mists of the mountain a canoe is born...."

Selection of the koa tree
Religious ceremonies at site
Adzes and burning down tree
Preliminary rough shaping of log on mountain
Hauling tree to beach for further work
Craft in hands of experts, kahunas
Materials used for lashings, sails, iako, ama, shaping and finishing
tools, methods of staining
Care and preservation of canoes
Use of canoes for fishing, travel, commerce, war, pleasure

Voyaging inter-island and throughout Polynesia (The Double Canoe)
Preparation and preservation of food and water
Containers
Methods of navigation
Speculation as to reasons for voyaging, including early settlement of Hawaii
Speculation as to migration routes
How today's scientist uses clues to arrive at his hypotheses regarding migrations
Today's uses of the outrigger and double canoe, including Hawaiian canoe racing and the 1976 voyage to Tahiti



HONOLULU, HAWAII 96822

July 6, 1975

Dear Sig,

I am very interested in the Children's Book Project for the Polynesian Voyaging Society and thank you for considering me. My interest, however, and probably my worth, is in writing rather than in publication. That is a very technical job and requires considerable experience. Bob Spicer who has been putting together books of this sort for Island Heritage would be an excellent editor-coordinator. He has good contact with writers, artists, printers. I have done some writing for him recently, The Bonga Fisherman, The Bamboo Princess, folk tales, and he knows the business in a professional way.

As I view your project, I see it in a pattern like the Canterbury Tales with a variety of personalities expressing their life styles, exposing Polynesian culture and society. There must have been many long nights at sea when a tale was welcome even needed to sustain spirits of the voyagers. That, I think, is the course I would take.

May I suggest how important your illustrator is if the book is to attract this age group? If you're going to spend money, it should be in that direction. Also I think considerable emphasis should go to girls in the stories. They buy books more than boys.

Sig, I think you know my professional background. I have an MA in English and a PhD from Columbia, have had two mysteries published, a few articles in Parents Magazine. Now that I'm retired from Punahou, I've edited The Historical Helix and Population Growth in Hawaii, as well as the stories mentioned above. My compensation would have to stay under two hundred dollars a month so that I can continue to receive Social Security Benefits.

If you wish an expansion on any of this information, let me know. Best wishes.

Sincerely,

Victor Johnson

General Delivery
Pahoa, HI 96778
July 1, 1975

Mr. Siegfried Ramler
Punahou School
Honolulu, Hawaii 96822

Dear Mr. Ramler:

I am writing in response to your letter of June 24, 1975, in which you ask that I consider submitting a proposal for implementing the Children's Book Project for the Polynesian Voyaging Society as editor-coordinator.

I have followed with great interest and pleasure the progress made by the Voyaging Society and consider it a tremendous honor for my name to be mentioned as a possible candidate for the position of editor-coordinator of this very worthwhile project. At the present time, however, my commitments (and my heart) are strongly attached to the Big Island. Therefore, it is with deep regret that I must decline to submit my application and proposal for this position.

At some point, however, I would like to be considered for the position of a contributing writer to the project. I would consider it an equal honor and one which is probably better suited to my present time schedule and location.

I spoke to Herb Kane recently, and he informed me that he has already submitted a sample of my writing to Mr. August Yee. Should you require more information please feel free to write or call me at [REDACTED]

In conclusion, may I add that I have had the opportunity to sail on Hokule'a and know of only one word in the English language that can describe my experience -- "humbling". As a part-Hawaiian, I see Hokule'a as more than just a wa'a kaulua. Hokule'a is a symbol of the Polynesian culture

July 1, 1975
Page 2

we are striving to perpetuate. For this reason, Hokule'a,
and what it represents, must be passed on to our keiki.

With this in mind, I wish you continued success.

A me kealoha pumehana,

A handwritten signature in cursive script, appearing to read "Steve Morse".

Stephen Kane-a-I Morse

WE GUTMANIS

Waianae, Oahu, Hawaii 96792.

July 10, 1975

Siegfried Ramler
Chairman, Editorial Board
Polynesian Voyaging Society
Punahou School
Honolulu, Hawaii 96822

Dear Siegi:

Regarding your letter of June 24, 1975; yes I am very definitely interested in the position of editor-coordinator for the Polynesian Voyaging Societies Children's Book Project.

I am enclosing a resume' of sorts and some thoughts on the books as well as an article from Honolulu and the 1974 Dillingham Tide Calender. I am sorry that the samples are not more appropriate to childrens publications but I have just returned from Maui and have not had time to get a manuscript copy of the Maui cycle I did for the General Assistance Center or the introductory chapters of a childrens book on fishing I am doing with Martin Charlot. Since the resume' is writer oriented and does not include an extensive historical-cultural research background, I would like to point out that I can be very helpful to other writers and artists working on the project.

The most touchy part of this proposal is the salary. Since I know the situation from a very close view I am hard put to name a salary but feel \$1,200-- a month would be a reasonable point at which to start negotiations.

Hoe aku ika wa'a

Sincerely,

June Gutmanis
June Gutmanis

enc. 4

THOUGHTS ON THE BOOKLETS

Until the budget is definitely established most of the suggestions for design and format will have to be a bit vague but the following thoughts will give you some idea of my thinking.

1. The Audience - Children. I believe that our first concern in publishing these booklets should be our own children, the children of Hawaii whose view of their culture is being framed by Hawaii 5-0, hula teachers more interested in current night club routines than classic hula and the stories told by travel industry trained friends and relatives.
2. The Audience - Adult. While the committee has referred to a teacher's guide I feel that it should be a parent and teachers guide with suggestions for both to help their children gain more from the series.
3. Physical Format. Final choice of size and type of paper will of course depend upon our final funding but I suggest an 8 1/2" X 12" size using coated stock and four colors. Using such a large format 16 pages should be sufficient.
4. Illustrations. In many cases our children have very little book orientation and limited reading skills making illustrations and design of paramount importance. Therefore I feel that the illustrations will be as important, if not more so than the text. Some four color illustrations and cover are a must. Each book should have line drawing relating to the subject, one to have appropriate identification in Hawaiian. Details from these line drawing can be used in the adult guide.
5. The Text. In writing our texts we should take a lesson from the TV shows that most children watch and seem to understand and keep our texts simple and direct, avoiding both the condescending attitude and too sweet dialogue that all too many children's books seem to use. Hawaiian words should be included but care must be taken to avoid those that are difficult to pronounce or that have obscure meanings. In general they should be reinforced the ones to be used in the line drawings mentioned above. Chants, pules, traditional riddles and sayings should either be incorporated in the text or at the opening and closing of each story.
6. Story Line. While several approaches have been suggested I would like to use a combination. The story could either be an original one or a modification of a traditional legend. The conceit would be the central "character" with a cast of supporting cast of characters. These supporting characters would be established before the writing actually starts. Each writer would write their story from a different character's point of view allowing for the different techniques of each writer.

.. Text Adult Guide. The text of the adult guide should contain a brief narrative supplement to each story. It should also include explanations of points that might be of cultural or historical interest to the adult, suggested activities and further reading for both adults and children.

WORK RESUME*

As an independent contractor the large number of projects that I handle make it impractical to list them all. The following are pertinent to your interests and/or will demonstrate the range and professional level of my work.

1. An as yet untitled publication for the General Assistance Center for the Pacific, University of Hawaii. In preparation for press the book uses the Maui cycle to show the common ancestry and heritage of the Hawaiians and Samoans. It is aimed at the fourth grade level.
2. In preparation for press as as yet untitled book on ancient Hawaiian medical practices, scheduled for publication late 1976.
3. On going since June 1970. Consultant to Island Heritage Limited, publishers. Services provided have included cultural, historical and general research, evaluation of manuscripts and art work, as well as other responsibilities when publications are in their final stages of preparation.
4. Periodically since June 1972. Research relating to various Hawaiian subjects for Herb Kane, artist-writer-designer.
5. Research projects for National Geographic. April and May 1974. Research on the foods used on the long voyages of the Polynesians. following completion of the research, collected the foods involved and set-up locations for the Societies photographer. Currently completing research for the Societies up-coming Spot Light map on the State of Hawaii.
6. Periodically since 1973. Coordinating projects for the Los Angeles Times' Home Magazine. This has included making local contacts, gathering information, engaging photographers and other general services.
7. June through October 1973. Developed and researched the 1974 Dillingham Tide Calender, chose the artist, working with him in developing the illustrations and lay-outs as well as writing the introduction and liner notes.
8. August through October 1971. A historical, cultural and literary study of the Hawaiian Meneshune for United Air Lines. This study included every known mention of the Meneshune in literature before the turn of the century, visual representations, anthropological evaluations, folklorists' views and a study of current local beliefs as revealed through interviews on Kauai and Oahu. This study was the basis upon which a proposed major national promotion-advertising campaign was evaluated, modified and latter dropped.

9. April 1966 through January 1974. Completely researched, wrote, set-up and taught a Hawaiian culture and history course for Manpower Training, Department of Education, State of Hawaii. This was the first such ethnically oriented course in the United States under this Federally funded program. When this program ended in November 1967 taught a similar course for the Department of Education, Adult Education Credit Program.

10. November 1967 through April 1968. Researched, developed and wrote a Stock Clerk Teachers Training Manual for Manpower Training, Department of Education, State of Hawaii.

11. Articles and other material published and not included in any of the above have appeared in the following:

- A. The Hawaiian Journal of History.
- B. Honolulu Magazine.
- C. The Bishop Museum Conch Shell.
- D. Honolulu Advertiser.
- E. Filipino Herald.
- G. Paradise of the Pacific.
- H. Report From Honolulu Hale.

SUPPLEMENT

The Polynesian Voyaging Society is a non-profit educational corporation chartered in the State of Hawaii. Since its inception in October 1973 the Society has raised over \$94,000, of which \$65,000 has gone towards the construction and operation of the voyaging canoe. The canoe, which was launched in March 1975, is a 60-foot long double-hulled vessel that replicates the type of craft that Polynesians once sailed between Hawaii, Tahiti and other major centers of East Polynesia. In mid-1976 it will be sailed to Tahiti and return, using only Polynesian navigational methods, foods and other traditional techniques and items, as part of Hawaii's celebration of the Bicentennial.

The Society has had an active education program since December 1973. This has involved lectures on Polynesian canoes and voyaging to school, civic and other groups, canoe workshops held in conjunction with the City and County of Honolulu, and, most recently, demonstrations to school groups of canoe sailing and associated arts and crafts ranging from how to carve with an adze to how to chant a canoe launching song at Kualoa Park, Oahu. So far we have directly reached approximately 3,000 persons with our lectures, 450 with our workshops and over 12,000 schoolchildren with our demonstrations.

1975-1976 EDUCATION PROGRAM SUMMARY

19- FRI-APRIL 1975

CLARK, J. M., L. P. ROSE, AND B. C. MURPHY. 2000. *Journal of Great Lakes Research* 26:107-117.

Because the canoe can be sailed from island port to island port, and because its striking lines and historic import attract widespread attention, the proposed program can reach a wide cross-section of Hawaii's people---particularly youths from rural areas who would not ordinarily be exposed to most art education programs. The map below indicates the ports to be served by the proposed program.

Enclosed are the following attachments which explain and illustrate the Society's activities:

- 1) Photo: voyaging canoe under sail between Molokai and Lanai Islands, May 1975.
- 2) Photo: launching of the voyaging canoe at Kualoa, Oahu, March 1975.
- 3) Photo: adze carving demonstration at Kualoa, Oahu, April 1975.
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- 11) Ko Kākou, Vol. 1, No. 4, May 1974, the Kailua High School Magazine, which features an article on the voyaging canoe written by a Kailua H.S. student who participated in our educational program.
- 12) Curriculum vitae of artist H. Kawainui Kane, Vice-President of the Society and designer of the voyaging canoe.
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HOKULEA EDUCATION LOG

KUALOA MARCH - MAY 75

MARCH

8TH ARRIVED - LAUNCHING
ATTENDANCE 1000 +

* 9 SUN.
THE FOLLOWING PEOPLE WERE TAUGHT OR OBSERVED
DIALUG WORKING -

11. YOUTH WORKSHOP
50 STUDENTS - (OBSERVED ONLY)

12 CANCELLED

13 CANCELLED

14 ST. JOHN THE BAPTIST SCHOOL
50 STUDENTS.

15-16 - CANOE WORK

17. CANOE WORK
SR. CITIZENS
150 - OBSERVED.

18 KAIMUKI HI.
50 STUDENTS (OBSERVED)

19 KAM. HIGH
100 STUDENTS - 50 OBSERVED.

MARCH -

20 WINDWARD COM. COLLEGE
50 - (OBSERVED)



30 RECREATION COMPLEXES
ESTIMATED 150 OBSERVERS.

①

APRIL:

9th PEARL CITY HIGH SCHOOL
35 STUDENTS
KALIHI ELEMENTARY
100 STUDENTS

10th HAWAII SCHOOL FOR DEAF & BLIND
50 STUDENTS

○ 11th REPLACE BROKEN BOOM

12,13 WEEK END

14 KAM. SCHOOL
75 STUDENTS

15 NUUANU ELEMENTARY
300 STUDENTS
- VISIT KAILUA HIGH 30+ STU.

16 —

○ 17 LEHUA ELEMENTARY
100+ STUDENTS
PEARL CITY HI. 100 STUDENTS.

(2)

APRIL

18 KALAUPAPA MOLOKAI ARTS & CRAFTS.
20 STUDENTS-
1920 SAT - SUN.

20-21-22 WORK ON CANOE

23 KAM. SCHOOL
30 STUDENTS.
WAI'PAHU ELEMENTARY
100
WINDWARD COM. COLLEGE
15 STUDENTS

24- MAE MAE ELEMENTARY SCH.
117 STUDENTS -
- HAW. SCHOOL FOR DEAF & BLIND
55 STUDENTS.
- BEN PARKER ELEMENTARY SCH.
50 STUDENTS.

~~25 WORK ON CANOE~~

(3)

25- KAIMUKI HIGH
WAHIAWA INTER.
LAEMA INTER.
WAHIAWA ELEM. (MENTALLY RETARDED)
700 STUDENTS TOTAL

26, 27 - SAT - SUN.

28. WAIMAU ELEM.
85 STUDENTS
KAAWA SCHOOL
100 STUDENTS
RADFORD HI.
50+ STUDENTS.

29 LAIE ELEM.
150+ STUDENTS
PIAHATE PRE SCHOOL
150 STU.

30 WAIPIHU HI.
NO. ? (80)
VISIT LYON ARBORETUM - COCONUT
WEAVING - 30 STUDENTS.

④

MAY

6 U.H.
HAWAIIAN LANGUAGE CLASS
25 STUDENTS
HAW. LANGUAGE CLASS
25 STUDENTS.

7
8



DEPART -

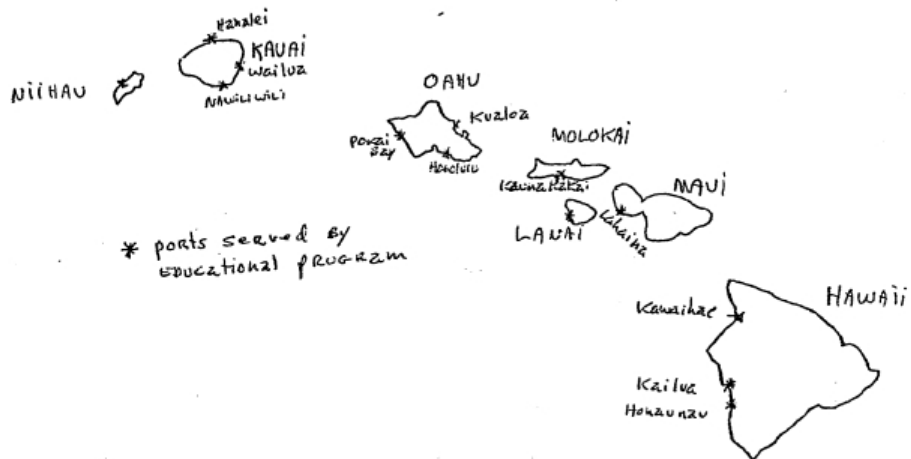
SUPPLEMENT

TO NATL ENO ARTS
PROPOSAL

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EXTENSION EDUCATION DIVISION
1975 SUMMER ACTIVITIES

EXPLORATIONS '75

DESCRIPTION: A BOARDING PROGRAM FOR NON-KAMEHAMEHA HAWAIIAN STUDENTS COMPLETING GRADE 5 IN JUNE, FEATURING DAY AND EVENING CLASSES, ACTIVITIES, AND FIELD TRIPS IN HAWAIIAN STUDIES. CURRICULUM INCLUDES STUDY IN MUSIC, LANGUAGE, SPORTS, HULA, AND CRAFTS. STUDENTS ENROLL FOR A ONE-WEEK PERIOD AND RECEIVE INSTRUCTION BETWEEN THE HOURS OF 7 AM AND 9 PM. IN ADDITION, 60 DOE TEACHERS WILL BE INVITED TO OBSERVE FOR PERIODS OF ONE WEEK. ANOTHER 12 DOE TEACHERS WILL PARTICIPATE IN A ONE-WEEK, 2-CREDIT WORKSHOP THROUGH COOPERATIVE ARRANGEMENTS WITH DOE AND BYU-HAWAII.

PURPOSES:

- . PROVIDE ENRICHING CULTURAL, ACADEMIC, AND SOCIAL EXPERIENCES FOR GRADE 5 PART-HAWAIIAN STUDENTS.
- . SUPPLEMENT THE DOE HAWAIIAN STUDIES CURRICULUM.
- . PROVIDE IN-SERVICE TRAINING IN HAWAIIAN STUDIES FOR DOE TEACHERS.

STAFFING: COORDINATOR - VIOLET-MARIE ROSEHILL
ASST. COORDINATOR - JULIE WILLIAMS
PROGRAM SPECIALISTS - 10 (LARGELY KAMEHAMEHA STAFF AND ALUMNI)
STUDENT AIDES - 25 (KAMEHAMEHA HIGH SCHOOL)

ENROLLMENT: 1700

LOCATION: KAMEHAMEHA CAMPUS

DURATION: 7 WEEKS

Minutes of Meeting
Children's Book Project
Polynesian Voyaging Society
Monday, June 16, 1975, 4:00 p.m., Mr. Yee's Office

Present: August Yee, presiding, June Gutmanis, Barbara Hunt, Marion Kelly, Cecelia Lindo, Sandi Maile, Nancy Mower, Sig Ramler, and Cathy O'Rourke.

Absent: Nani Bowman, Gladys Brandt, Kenneth Emory, Ben Finney, Joe Hurley, Herb Kane, Barbara Mills, Donald Mitchell, and Sigrid Southworth.

Sig Ramler distributed copies of the following reports prepared by his Editorial Board:

- a Statement of Recommendations
- a Statement of Purpose
- a draft of a proposed letter to suggested Editor-Coordinator candidates
- a list of perspective candidates

A motion was made, seconded and passed to accept the recommendations as proposed but with the following stipulations:

- recommendation #7 refer to the production of an illustrated brochure spelling out the scope of the Books Project and that this brochure will be used to generate interest in and financial support of the Project. Recommendations #7 and #8 will be changed to #8 and #9 respectively
- recommendation #3 should urge that the books be adventurous and action-filled in order to retain the interest and attention of all children. The authors should remember to include adventures for girls.

With respect to the proposed Statement of Purpose, it should clearly reflect that the Society has received funds enabling it to undertake this project on a non-profit basis.

With respect to the proposed letter to candidates for the position of Editor-Coordinator, it should emphasize that this position is basically of a community service nature but there will be some remuneration. Candidates will be requested to include their salary expectations but they will also be reminded of the non-profit nature of the project. Candidates should also be informed of the January, 1976, deadline for submitting final manuscripts.

General discussion included the following:

- an appropriation request of \$5,000 (seed money) will be submitted to the Board of Directors on June 19.
- trusts and foundations could be approached for funding the distribution of these books
- should sample books/sets be distributed to all schools?
- the books should be kept as realistic as possible

- decisions must be made as to how many pages the books should contain - should they contain drawings? illustrations? photographs? how many colors should be used?
- should the books be released on a staggered basis or as complete sets?
- honorariums should be given to each writer
- the final drafts of the Editorial Committee's reports/letter will be sent to Sandi Maile who will be responsible for mailing to prospective candidates
- candidates will be required to respond no later than July 10 - selection will be made on July 15

Submitted by:

Cathy O'Rourke
Cathy O'Rourke- [REDACTED]

CHILDREN'S BOOK PROJECT -
POLYNESIAN VOYAGING SOCIETY

A committee consisting of Nani Lowman, Kenneth Emory, Barbara Hunt, Marion Kelly, Cecelia Lindo, Barbara Mills, Sigrid Southworth and Siegfried Ramler met at Punahou School on June 5, 1975 concerning steps to implement the Children's Books Project for the Polynesian Voyaging Society. The following recommendations are made:

1. That a brief, general statement be drawn up indicating the purpose of the project which would serve as a guideline for the editor(s) and writer(s). Draft attached.
2. That the primary target population for the project be the children of Hawaii in the approximate age range of 9 to 13 (grade levels 4-7). Beyond the children of Hawaii, the publication should obviously have relevance for the children of Polynesia as a whole and, indeed, for children everywhere.
3. That a general editor-coordinator be selected by the committee who would give creative and logistic leadership to the project. This would include the approach, scope and specific content of the books, the gathering of data, writing and editing, selection of additional writers, as necessary, selection of illustrator(s) and/or photographer(s), supervision of layout and printing arrangements.
4. That the committee address an invitation to selected individuals in our community to express interest in serving as editor-coordinator for the project. It was felt that individuals involved in the writing, editing and illustrating of the publication should be sensitive to the interest level and life style of the children of Hawaii. It is anticipated that the task will require the full-time concentration of at least one individual for several months, as well as the part-time involvement of several individuals.
5. That we aim at a quality product in content, style, illustration and layout, with stress on authenticity of the information conveyed. At the same time it was felt that the task be approached on a modest scale, avoiding expensive and glossy publication techniques.
6. That an appropriate budget be made available to implement the project.
7. That the books be available for purchase by public and private schools in Hawaii as instructional support for Hawaiiana and Pacific studies and that they also be available to the general public through book stores and other outlets.
8. That appropriate staff members of the Hawaii State Department of Education and private schools be informed of the project and be asked to express their support, with a view to effective utilization in the curriculum.

For the Committee

Siegfried Ramler

ILLEGIBLE

CHILDREN'S BOOK PROJECT -
POLYNESIAN VOYAGING SOCIETY

PURPOSE

The building of the Hokule'a, the recreation of the early Polynesian voyages, culminating in the crossing to Tahiti in 1976, gives us an opportunity to reach back into the Polynesian heritage, to increase our cultural awareness, and to affirm our identity as inhabitants of Polynesia, whether native-born or immigrants. Especially for the children of Hawaii the canoe voyage can and should be a catalyst for a deeper appreciation of their heritage, dramatized through a vivid recreation of the past.

The publication of a series of illustrated books or booklets for children between grades 4 and 7 is intended as an essential link between the event (the presence of the canoe and the voyage to Tahiti) and the opportunity for children to identify with it and learn about themselves and their ancestors. The Polynesian voyaging concept touches on a wide variety of topics, of high potential interest to children and most relevant to their school curriculum. These include, for example, the geography of the Pacific Ocean and its islands, the origins of the Polynesians, the construction of Polynesian canoes - mythological, aesthetic and practical aspects of design, ancient Polynesian navigation, survival on the ocean, exploration and settlement patterns, etc.

The task is to translate some or all of the above topics (or additional topics arising from the voyage) into attractive prose at the children's reading level, accompanied by appropriate illustrations. There are various approaches which might be considered: a theme running through a series of books, perhaps with a central character; a fictitious storyline, supported by authentic data relating to the topics; the canoe itself as a central character, etc.

There is also the suggestion that a teacher's guide be prepared to accompany the publications, in order to facilitate their use as an instructional tool.

Dear

On behalf of the committee charged with the Children's Books Project for the Polynesian Voyaging Society, may I ask you to consider submitting a proposal for implementing the project as editor-coordinator.

I am enclosing a set of recommendations of our committee concerning this task, as well as a general statement of the purpose underlying the project.

If you are interested, would you send me your proposal, including any comments or ideas pertinent to the conception and publication of the books.

We would like you to be completely free in expressing your approach to this assignment, but it would be helpful if you included the following:

- a) Statement of professional background, including any previous writing or editorial experience.
- b) Reference to or samples of your own writings (published or unpublished) which may have relevance to the project.
- c) Statement of general strategy or approach to the project, from the perspective of storyline, main theme, sub-themes, booklet and chapter outlines, etc.

We would also welcome any ideas you may have on the support you would need from researchers, additional writers, illustrators, etc. Should you be selected, it is understood that any aspect of your proposal will be considered to be tentative and subject to modification as the work proceeds.

Please let us have your response by _____, since the committee has set itself a deadline of _____ for the selection of an editor-coordinator for the project.

Thank you for your consideration of this exciting venture.

Siegfried Ramler

ILLEGIBLE

ILLEGIBLE

Katherine Bartel

Paige Barber

Maahco Mansfield

Kehau Lee

June Gutmanis

Colette Machado

Stanley Kapepa

John Waihee

Terry Keko'olani

Lynette Roy

Pete Thompson

Steven Morris

Cecelia Lindo

Barbara Hunt

Nancy Mower

Donald Mitchell

Joe Hurley

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POLYNESIAN VOYAGING SOCIETY

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For the Committee

Siegfried Ramler

ILLEGIBLE

June 19, 1975

CHILDREN'S BOOKS PROJECT - POLYNESIAN VOYAGING SOCIETY

TO : The Directors, Polynesian Voyaging Society

FROM: Children's Books Project Committee

Accompanying this report is a Purpose Statement (draft only) which details the Children's Books Project. The committee members are:

Gladys Brandt, Chairman
Sig Ramler, Editorial Board Chairman
Nani Bowman
Kenneth Emory
Ben Finney
June Gutmanis
Barbara Hunt
Joe Hurley
Herb Kane
Marion Kelly
Cecelia Lindo
Sandi Maile
Barbara Mills
Donald D. Mitchell
Nancy Mower
Cathy O'Rourke
Sigrid Southworth
August Yee

Also accompanying this report is an outline (draft only) of the book project as the committee perceives it at this date. There would be modifications where desirable, and as the proposed project is undertaken more substantial information would be forthcoming to the Board.

The committee members are unanimous in their support of this proposal. We feel there is great potential to enhance educational aspects of the Society's canoe project. The children's books would be published in time to coincide with the departure of Hokule'a for Tahiti.

It is our earnest request that the Directors authorize an initial appropriation of \$5,000 out of funds already on hand and encumbered for educational programs. Additional funds may be realized, directly or indirectly, through a number of approved sources to be developed later.

ILLEGIBLE

CHILDREN'S BOOKS PROJECT - POLYNESIAN VOYAGING SOCIETY

The principal objective of this project is to produce a series of children's books for students of 5th and 6th grade age.

Committee members are volunteers who contribute their time, effort and valuable talent and skills in research and writing, serving on an editorial board, organizing and administering myriad paperwork, and ultimately helping to make the project successful.

Funding comes through educational grants the Society has received from trusts and foundations in Hawaii. The committee will meet whenever necessary. Meanwhile research and writing will begin in June, 1975, followed by evaluations by the editorial board in September with manuscripts completed in November.

Tentative Title List

The Pacific Ocean and Its Islands
 Origins of the Polynesians
 Polynesian Canoes - Materials, Tools and Equipment
 Open Ocean Voyaging in Polynesian Canoes
 Exploration and Settlement by Polynesians
 Polynesian Canoe Voyaging and Navigation
 Survival on the Ocean - Canoe Provisions, Plants and Animals
 Adapting to Hawaii and Its Settlement
 Archaeology, Linguistics and Traditions of Polynesia
 The Polynesian Voyaging Society Canoe Project - A U.S. Bicentennial Celebration in Hawaii

Committee Members

			residence
Gladys Brandt, Chairman			
Nani Bowman	Kamehameha Schools	842-8448	
Kenneth Emory	Bishop Museum	847-3511	
Ben Finney	East West Center	949-2956 x329	
June Gutmanis			
Barbara Hunt	Bishop Museum	847-3511	
Joe Hurley	East West Center	949-2956 x369	
Herb Kane			
Marion Kelly	Bishop Museum	847-3511	
Sandy Maile	Polynesian Voyaging Center	841-3966	
Barbara Mills	Department of Education	548-6314	
Nancy Mower			
Cathy O'Rourke	Bishop Museum Association	847-3511	
Sig Ramler	Punahou School	944-5710	
Sigrid Southworth	Kamehameha Schools	842-8338	
August Yee		946-1646	

MAT

(1) 3 gals. laundry
 4-5 oz. catnip

(2) MAT

25 inches
 X 5 ft

(3) sewing
 desk

6 inch
 leather
 apron

(4) heavy
 sheet

(5) 6 inch
 (100)

February 24, 1975

Dr. Mary Bitterman
Executive Director
Hawaii Public Television
2350 Dole Street
Honolulu, Hawaii 96822

Dear Dr. Bitterman,

At noon on March the 8th a sixty-foot long replica of an ancient Polynesian double-hulled voyaging canoe will be launched at Kualoa Park on Kaneohe Bay. The canoe has been built by the Polynesian Voyaging Society, a non-profit corporation dedicated to research and education on Polynesian canoes and voyaging. After a year of testing, the canoe will be sailed to Tahiti and return, as an official part of Hawaii's celebration of the United States Bicentennial.

The entire project, from the construction of the canoe to the voyage itself, has been planned as an effort to replicate, as closely as is possible today, Polynesian traditions relating to canoes and voyaging. The launching will be a particularly exciting and visually appealing event; a traditional Hawaiian ceremony involving Kaupena Wong as master chanter, chanters from Kamehameha Schools and expert canoe paddlers is planned. The Society feels that this event is of significant educational and cultural importance to necessitate documenting it on 16mm color film with sync. sound. Because the ceremony is only 45 minutes long and scattered over a large area of land and sea, it is necessary to film with two double system camera crews.

We have invited all local film crews with double system equipment to help on this project. Due to the sophistication of this equipment there are only five organizations who are equipped to help. Hawaii Production Center(KGMB) is committed to other assignments, according to Joe Lowenhardt. George Tahara of Cine-Pic Hawaii is also filming on that day.

Peter Hogue of Camera Hawaii has been having problems with their equipment and was doubtful that it would be repaired by March 8th. That leaves Hawaii Public Television and Tip Davis Films as the last remaining organizations with equipment and personnel. Tip Davis and his crew will be helping us, but we still need another crew. Due to the educational nature of the project and the fact that the equipment and personnel are not available elsewhere in the State, we are hoping that we could hire your double system camera crew from 10am to 2pm on March 8th to assist on this worthwhile project.

If you have any questions regarding this request or the actual activity, please call the Voyaging Society or my homenummer.
[REDACTED]

Sincerely yours,

Ben R. Finney,
President

tipdavisfilms

'HAWAII/TAHITI'

THE ESSENCE OF THE POLYNESIAN VOYAGING SOCIETY'S EPIC ROUND TRIP VOYAGE BETWEEN HAWAII AND TAHITI IS THE VERY SPIRIT OF POLYNESIA. THE PARTICIPATION OF THE POLYNESIAN COMMUNITY RECREATING THEIR ANCESTRAL CUSTOMS, WHICH HAS BEEN RAPIDLY FADING INTO OBSCURITY, IS THE FOCUS OF THIS PROJECT. THE ENTIRE POLYNESIAN COMMUNITY IS ENCOURAGED TO PARTICIPATE IN ALL ASPECTS OF THE PROJECT. IT IS HOPED THAT THE ENERGY DEVELOPED FROM THE ENORMOUS PREPARATION ACTIVITIES AND THE VOYAGE ITSELF WILL BE ANOTHER STEP TOWARD THE PRESERVATION OF OUR POLYNESIAN HERITAGE.

The development of a firm story(script) for a documentary film, particularly when the event to be documented is so flexible as it occurs, is at best, an awesome task. Now is the time to consider a host of ideas which will include the activities before, during and after the 2,300³ mile, 30-40 day one-way voyage. Camera Crew and equipment should be prepared to record as many pre-anticipated activities as they happen, but should also be ready to document new ideas as well. Some potential content areas follow:

CANOE: Research, design, construction, & assemble... Different people from all over the islands making various parts of the canoe.

CREW: Biography and interview of each crew member as he or she is selected.

Primarily composed of Polynesians(Hawaiians); All are unique characters in their own right. For example, Herb Kane is a highly acclaimed artist-illustrator; Buffalo Kealana(sp.) is a champion surfer; Moe Keala is known as the Burl Ives of the Pacific. All are strongly dedicated to the spirit of their ancestors. *Ben Young, long Hawaii psychonaut and assistant Dean of the University of Hawaii Medical School*

COMMUNITY INVOLVMENT: Mass contribution of materials, money and TIME. Participation by government agencies(City, State, & Federal), various other organizations and individuals...

HAWAIIANA: Provisions, Music, History, Stories & Legends....

Launching Ceremony- SEE SUPPLEMENT

tipdavisfilms

'HAWAII/TAHITI'

VOYAGE: Navigation- traditional techniques- stars, currents, birds...
Sailing- rigging, technique, feel...
Paddling- technique, fatigue...
Ocean Conditions- normal, rough, calm, currents, temperature...
Fishing-
Eating- types of food, preparation...
Special Interest- Sea bird, pig, dog, chicken...?
Departure- Big Island(South Point?)
Arrival- Tahiti

SCIENTIFIC: The scientific aim of the voyage is to support the theory that Polynesians did not aimless drift throughout the Pacific to settle new territories, but rather used large voyaging canoes, navigated by the stars and ocean conditions, and used sophisticated sailing/paddling techniques to carry themselves across vast portions of the Pacific in search of new lands as well as to return...

Canoe Launching Ceremony... March 8, 1975
Kualoa Regional Park

1. Conch shell is sounded to commence ceremony. The paddlers assemble and sit themselves in two rows adjacent to the canoe.
2. Kahuna Kaupena Wong will pikai area.
3. The two assistant Kahunas will uncover imu and pick a portion of meat from the nose and tail of the pua'a and place in ti leaf along with kumu, mai'a and coconut. The offering will be placed on the canoe by the Kahuna Kalai Wa'a Herb Kane.
4. Serving first to the Kahunas, the two assistants proceed to serve the remains of the consecrated food to the crew.
5. The Kahuna begins prayer chant of offering and dedication to the canoe, "Hokulea".
6. Paddlers eat the food; the remains are gathered after eating and placed in a lauhala basket which is then placed on the canoe by the Kahuna Kalai Wa'a.
7. The Kahuna then calls for the launching of Hokulea. Chant by crew...see attached sheet.
8. Paddlers take position in the canoe and silently paddle out.
9. Just before the turn is made, the offerings are thrown overboard. The Kahuna on shore sounds the conch shell and asks... "How is the Canoe?".....Kalai Wa'a answers.. "The canoe is fine". The canoe is positioned to head into shore and the head stroker sets the beat for the chant. This of course is done with unison and joy.
10. Just before landing the Kahuna will offer a final chant of dedication and ends the ceremony with "amama ua noa".
11. Crew will remain seated. Kahu Kaapu will offer the Christian blessing.



intentional for reference

Suggested outline for one in series on Kenneth P. Emory's professional activities titled:
THE POLYNESIAN MIGRANTS
16MM Color-Sound 11 minute running time.

1-Opening scene: Double canoe being pulled to water line - Emory following canoe.

Super impose over the above scene the following titles:

- 1-THE POLYNESIAN MIGRANTS
- 2-with Kenneth P. Emory Ph.D.
- 3- Acknowledgment
Bernice P. Bishop Museum
Ben Finny
Herb Kane
Polynesian Voyaging Society
State of Hawaii Art Collection
Yoshihiko H. Sinoto Ph.D.

2-Visuals: Vast blue sea from sea level/Vast Pacific from aerial/aerial of islands in sea/ closer shot of unspoiled island/Polynesian faces filmed on Ta'u Island showing "type"/Map of Pacific -zoom to Polynesian Triangle.

voice over
Voice: European explorers suprised to discover islands in the vast Pacific populated with tall brown skinned people -Polynesians.
When, Where & How did they reach the islands?

3-Visuals: Emory at desk with Pacific map in hand. Canoe models on table. Emory talks to audience - two minute limit.

His talk is illustrated with cut-aways: migration route on map, Lapita pottery, Polynesian type filmed on Ta'u Island etc.
Voice: Emory talking: Human occupation of Oceania: Polynesia, Melanesia, Micronesia - began on New Guinea/Dark skinned people isolated by rising sea level - increased distance between landfall/coming of brown skinned people from Asia, Indonesia, Philippines, & Taiwan on outrigger & double canoes reached New Guinea 4500 years ago/ Those going eastward were ancestors of the Polynesians/Fiji as staging area sailed on to Tonga & Samoa 3000 years ago/Lapita pottery found in New Britain, New Calidonia/Tonga & Samoa showing the migration route. Radio carbon ~~1140BC~~ ^{1400BC} on Tonga - first true Polynesian/Lang-age ties indicate migration via Samoa to Marquesas, southeast to Easter Island/400AD Tahiti-Socitey Islands soon after Marquesas - Hawaii & NZ settled 500AD

4-Visuals: Y. Sinoto ^{Adz} digging at site for fishhooks / Emory with Adz showing types/animals/birds/plants brought by the voyagers.

Voice: Explains disciplines tracing migration: archeology, linguistics, & ~~botany~~ ^{botany}.

5-Visuals: Unspoiled Raiatea Island/Pass/River where canoes were assembled/ completed Double Caone/Picture of ocean voyaging canoes under sail (Kane's State collection)

Voice: Tahiti settled 500AD Voyages to Hawaii& NZ/Navigated by stars/ types of food carried.

important to emphasize! This would make the film more interesting. naturalistic in own (PVS) educational purposes. Ben

6-Visuals: Construction of Double Canoe/leaving site/finishing touches at beach site/conch shell blower/kahuna blessing/feeding crew/ canoe being pulled into sea/ paddling off-side view-front view.

Voice: celebrate discovery & settlement of Hawaii
recapture unique knowlege skills & spirit of Polynesian voyagers
point up physical & spiritual preparation necessary before voyage

7-End scene: Emory shaking hands with crew members after ceremony

Super titles: Narrator: Jack Kellner

Camera: Tiki George

Sound: Teri-tai

The End -Produced by George Tahara, Cine'-Pic Hawaii

POLYNESIAN VOYAGING SOCIETY
EDUCATION COMMITTEE MEETING

Date: April 22, 1975

Place: Kamehameha High School, Keoua 102

Purpose: To discuss, organize and evaluate educational need of the Society. What are the educational goals and objectives of the Society? How can we most effectively plan, coordinate and finance educational materials for public and school use?

Members present: Dr. Ben Finney, Mr. August Yee, Mr Fred CachoLa, Sandy Maile, Jean McClellan and Nani Bowman

Agenda

- A. Development of School Curriculum
 1. Kamehameha Schools - Fred CachoLa, Director of Extensions Program
Objectives(?) Possibilities(?)
 2. Other groups and individuals who show an interest in developing materials.
 - a. Barbara Klemm, U.H. Marine Biology and Blue Water Lab
 - B. Doug Pendelton, Blue Water Lab
 - c. Audry Southerland, Hawaii Bound (similar to outward bound on the mainland), Summer 1975
 - d. Chuck Burrows, Kamehameha Science Teacher
 - e. Shiela Craven, free lance games creator
 - f. Dr. Sig Ramlar, Punahou Schools Curriculum Director
 3. Programs that the PVS could initiate to stimulate development of materials among teachers:
 - a. Workshops: (Evaluate previous workshops, improve method, content etc. and provide attractive workshops possibly working through the U.H. Continuing Education Program or the DOE for teacher credit courses.)
Other suggested workshops from Sandy Maile
 - b. Slide/tape presentations for immediate use for schools and community groups. Along with the slide/tape presentation, packets with educational follow-up activities maybe developed for classroom use.
 - c. "Hawaii Now" ETV coverage (a possibility with no cost to the Society)
- B. Other Concerns:
 1. Research
 2. Record keeping
 3. Filming
 4. Taping more related activities in the community



STATE OF HAWAII

DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF INSTRUCTIONAL SERVICES

MEMORANDUM

PLEASE POST

March 13, 1975

TO: Oahu District Superintendents, Curriculum Specialists,
Principals and Teachers

FROM: Philip K. Ige, Assistant Superintendent, OIS

SUBJECT: Visitation to See Hokule'a

As part of Hawaii's Bicentennial Celebration, the Polynesian Voyaging Society will replicate the early Hawaiians' voyage from the South Seas to Hawaii.

Hokule'a, the 60 by 15 foot canoe made especially for the 2,500 mile trip, is available for viewing by the public. School students are especially welcome.

John Eveland, director of Kualoa Regional Park, where the canoe is maintained and Herb Kawainui Kane, who will sail the canoe from Hawaii to Tahiti and back beginning in May, 1976, have issued this invitation in the hopes that Hawaii students will become more knowledgeable about the early Hawaiians.

George Tahara, noted producer, is developing, together with Dr. Kenneth T. Emory of Bishop Museum, a series of films related to this voyage. Students will be able to view the series in conjunction with the Bicentennial voyage.

RHS will develop film for Bicent.

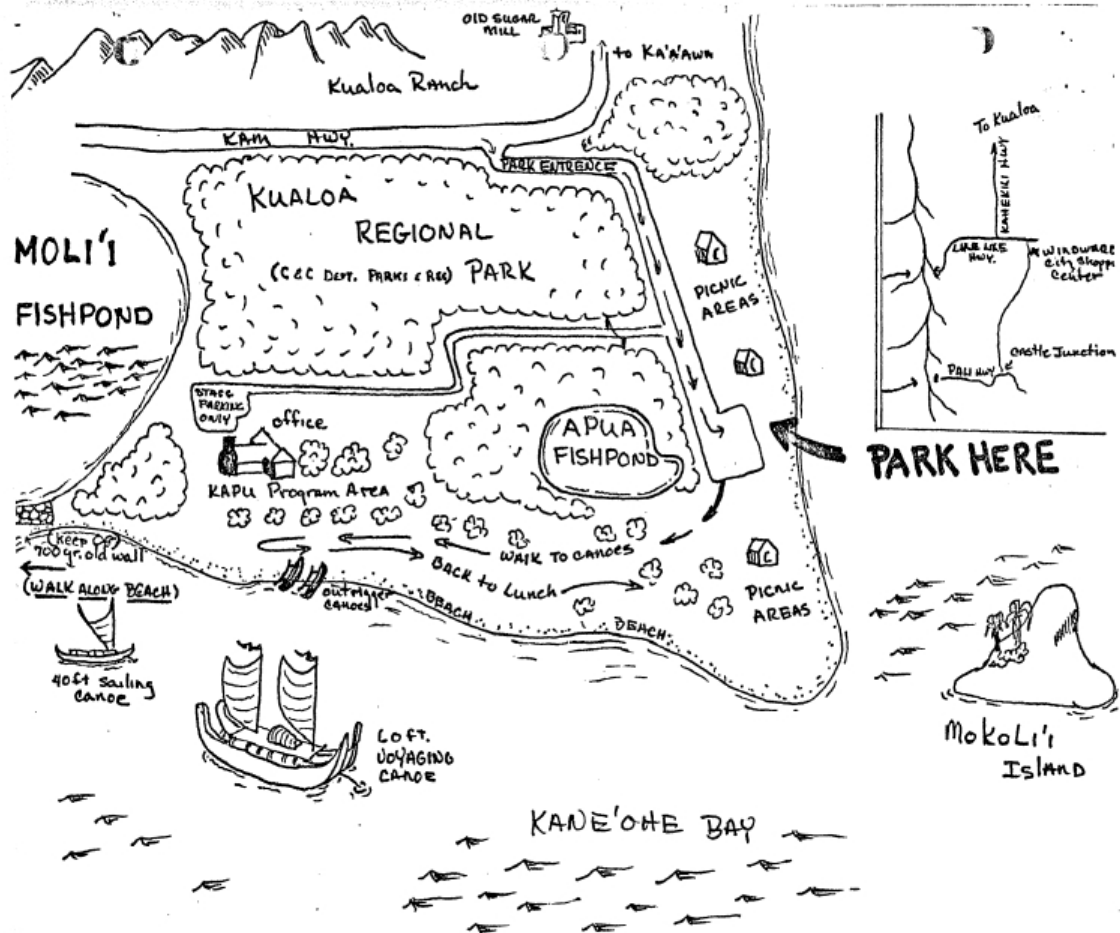
Information on Kualoa Regional Park and a brief lesson plan are attached for your convenience. Please call Kualoa, phone [REDACTED] from 8:00 a.m. to 4:00 p.m. to let the Park know when you wish to visit.

PKI:PSS:ma
Attachment

cc: Dr. Albert H. Miyasato
Mrs. Margaret Oda
Mr. George Tahara
Mr. John Eveland
Mr. Herb K. Kane
Dr. Ben Finney
Dr. Patsy S. Saiki

ILLEGIBLE

ILLEGIBLE



POSSIBLE LESSON PLAN

Goal: To learn about the early Polynesians through the medium of the canoe.

Objective: To learn about the canoe Hokule'a, which will be used during the Bicentennial Celebration.

Possible Questions to be Explored:

1. What designs do you think the Polynesians used on canoes that were used to travel long distances? Why? Try designing a canoe, and explain what each part of the canoe would be used for.
2. What type of food do you think the early Polynesians brought with them? How were they preserved for the long journey?
3. How long do you think such a journey would take? How did the Polynesians know in which direction to go? How could they have recorded the journey?
4. What type of person would want to go on such a journey? What do you think the composition of the crew was? What would happen if someone shirked his responsibilities? What if someone became ill?
5. Would you go on a journey such as this to a place you did not know much about, and knowing your chance of returning home was very slim? Under what circumstances would you leave Hawaii and go to live on an as yet unexplored island?

Activities: Visit the Hokule'a at Kualoa Regional Park.

Listen to ocean specialists explain about the Hokule'a.

Discuss the above questions and possible answers or conjectures.

Read about the early Polynesians in National Geographic, Dec. 1974 issue. Your school has copies.

Call the Bicentennial Celebration Committee to see what other activities are going to take place. Call the Polynesian Voyaging Society to see how you can help with the Hokule'a or to learn more about the actual voyage from Hawaii to Tahiti in 1976.

See films on the early Polynesians.

HAWAII'S WA'A KAULUA

INTRODUCTION

1976 will herald the 200th anniversary of the signing of the Declaration of Independence. An official part of the United States Bicentennial Celebration will be Hawaii's voyage into the past. On March 8, 1975, a large double-hulled canoe (wa'a kaulua) was launched at Kualoa, Koolau Poko, Oahu, into the northern sector of Kaneohe Bay. The wa'a kaulua, a sixty-foot long replica of an ancient Polynesian voyaging craft, represents a year of construction and a tradition which has its roots, not in the contemporary recorded historical past, but in the antiquity of three to four millenium ago.

POLYNESIAN VOYAGING SOCIETY

The organization behind the canoe's construction is the Polynesian Voyaging Society, a non-profit community group dedicated to the research of and education concerning Polynesian voyaging canoes, navigation systems, and arts and artifacts.

RESEARCH

The project is based on scientific research. The Renaissance gave man the scientific inquiry approach in which a question is posed, a hypothesis formulated, and research done to produce and gather new data. The new data either refines or generates more hypotheses.

QUESTION OF ORIGIN OF FIRST HAWAIIANS

The central question of Polynesian history is: how were the islands of Polynesia first discovered and settled? How did the Polynesians, who lacked the tools, ships, and navigational instruments which made European exploration possible, spread over the expansive triangle formed by Hawaii, Easter Island, and New Zealand?

ONE VIEW

The dominant view was that Polynesian settlement resulted from intentional voyages of exploration and colonization. Since 1957, however, internationally known anthropologists, geographers, historians, and other social scientists have been polarized. In that year, one anthropologist declared that the discovery and settlement of Polynesia was an accidental process that occurred through a series of unintentional drift voyages and randomly directed group exile voyages.

Technological deficiencies in the way of navigational instruments, lack of keels or centerboards, and the use of vegetable fiber rope in place of metal fasteners convinced the scientist that long range and intentional two-way voyaging, involving exploratory probes followed by colonizing expeditions, was out of the question so far as the early Polynesians were concerned.

ANOTHER VIEW

It soon became apparent from the heated controversy that there was very little technical knowledge. In the mid-60's, a number of researchers looked to experimental methods which would yield new data. Experiments utilizing and testing the Polynesian star navigation system, sailing, and paddling were conducted. The results indicate that: 1) drifting canoes were an unlikely explanation for settling Polynesia; 2) the Polynesian double-hulled canoe was well adapted for deep-sea voyaging under sail; and 3) the Polynesian navigation system was accurate enough for long-distance intentional voyaging. It would seem that while drift voyaging may have accounted for some island discoveries, the majority of Polynesian islands were discovered and settled through intentional sailing expeditions. This is especially true in Hawaii's case. A canoe drifting up from the Marquesas or Tahiti would have been pushed too far west by the prevailing easterly tradewinds.

NEED FOR RESEARCH

There are traditional evidences of two-way voyaging between Tahiti and Hawaii, but they are challenged by scientists who require more extensive and realistic canoe sailing and navigational experiments. Only then can a general statement be made about Polynesian voyaging. The Polynesian Voyaging Society is attempting to gather the required data through vigorous testing by sailing its 60-foot long canoe from Hawaii to Tahiti and back, using only ancient and traditional navigation methods.

The sea trials before the voyage and the voyage itself should yield realistic data on the performance characteristics of a large double-hulled voyaging canoe. Pre-voyage trials will concentrate on how well the canoe sails to the windward, as such knowledge is essential for the two-way trip.

OBJECTIVES
FOR
RESEARCH

Research will be concentrated on four main areas:
1) Canoe performance, handling and seaworthiness;
2) Non-instrument navigation; 3) Diet and physiology;
4) Transportation of plants and animals.

CANOE
PERFORMANCE
AND
HANDLING

During the sea trials, the canoe will be instrumented to compute the speed and direction of canoe travel relative to the true wind's speed and direction. Other performance notations will be made on varying steering, paddle angles, varying sail angle, and hull movement. These and other questions regarding the stability and seaworthiness of the canoe will constitute the most precise and comprehensive data on a Polynesian canoe's sailing performance.

CANOE
DESIGN

The canoe's design represents the type of canoe that Polynesians would have used for long voyages in Eastern Polynesia some 800 years ago. The Polynesians favored a double-hulled vessel over the single-hulled outrigger canoe for long distance voyaging because of its stability and extra carrying capacity. The canoe is 60 feet long overall, with a beam of 15 feet. Each hull is 3.5 feet wide and 5 feet deep; the hulls are held together by ten cross-pieces. The canoe weighs 5 tons and has a carrying capacity of 7.5 tons. There are two masts, each with a Polynesian sprit sail, for sailing large steering paddles and sweeps are used for steering, and smaller paddles for auxiliary power. Although modern methods were used in the construction, much attention is given to duplicating traditional components and materials of the canoe.

NON-INSTRUMENT
NAVIGATIONAL
TECHNIQUES

Non-instrument navigation will mean extensive training for crew members, who will learn the traditional methods of Polynesian navigators such as the non-instrument sighting of stars for night steering and latitude determination; observation of sun, wind, and sea swells for day steering; and observation of swell-pattern interruption, flight patterns of island-based birds and other phenomena for detecting proximity of islands before they are directly visible. No charts or instruments of any kind will be carried aboard the canoe; but a comprehensive account of how these methods are combined and what degree of accuracy they allow in long range voyages will be recorded.

DIET
AND
PHYSIOLOGY

Physiological tests designed to record metabolic rates and water consumption will be calculated daily under a variety of sailing conditions. From this data, estimates can be made to provision the canoe accordingly. Fresh foods like bananas, sweet potatoes, fish, and coconuts make up a small part of the voyager's diet. The bulk of food consumed will be specially prepared to keep for months at sea: dried fish, partially dehydrated and fermented pastes made from taro or breadfruit, and pandana flour.

TRANSPORTATION
OF PLANTS
AND ANIMALS

Transporting plants and animals was an important function of Polynesian colonists. Potential home-sites generally abounded in protein sources like fish, seabirds, and seabird eggs. To supplement protein sources, the Polynesian carried pigs, dogs, and chickens on the voyages. Cultivated staples such as taro, sweet potatoes, yams and breadfruit were carried for future propagation; also carried were plants such as the kukui, hala, hau and koa. Methods of keeping animals healthy and plants viable are being studied.

LOGISTICS

Departure for Tahiti is scheduled for April, 1976. Although each leg of about 3,000 nautical miles should take about 25 to 40 days, six months will be allowed for the round trip to compensate for the waiting of favorable winds at each departure point. The canoe should return by August. At that time, it would be appropriate for us to remember Kamahualele's address at Hilo Bay when he arrived from Tahiti in Mo'ikeha's canoe:

Behold Hawai'i, an island, a people,
The people of Hawai'i.
The people of Hawai'i
Are the offspring of Tahiti.



STATE OF HAWAII

DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF INSTRUCTIONAL SERVICES

MEMORANDUM

PLEASE POST

March 13, 1975

TO: Oahu District Superintendents, Curriculum Specialists,
Principals and Teachers

FROM: Philip K. Ige, Assistant Superintendent, OIS

SUBJECT: Visitation to See Hokule'a

As part of Hawaii's Bicentennial Celebration, the Polynesian Voyaging Society will replicate the early Hawaiians' voyage from the South Seas to Hawaii.

Hokule'a, the 60 by 15 foot canoe made especially for the 2,500 mile trip, is available for viewing by the public. School students are especially welcome.

John Eveland, director of Kualoa Regional Park, where the canoe is maintained and Herb Kawainui Kane, who will sail the canoe from Hawaii to Tahiti and back beginning in May, 1976, have issued this invitation in the hopes that Hawaii students will become more knowledgeable about the early Hawaiians.

*George Tahara, noted producer, is developing, together with Dr. Kenneth T. Emory of Bishop Museum, a series of films related to this voyage. Students will be able to view the series in conjunction with the Bicentennial voyage.

Information on Kualoa Regional Park and a brief lesson plan are attached for your convenience. Please call Kualoa, phone 237-8289 or 237-8319, from 8:00 a.m. to 4:00 p.m. to let the Park know when you wish to visit.

PKI:PSS:ma
Attachment

cc: Dr. Albert H. Miyasato
Mrs. Margaret Oda
Mr. George Tahara
Mr. John Eveland
Mr. Herb K. Kane
Dr. Ben Finney
Dr. Patsy S. Saiki

The Polynesian Voyaging Society is developing a film on the launching of the canoe and landing of the canoe. George Tahara, the noted producer, is developing another film on Dr. Kenneth T. Emory's work at the Bishop Museum in which the voyaging canoe is featured. Bishop Museum is producing a number of educational films on the voyage itself.

In addition, The U.S.S. will be producing a number of educational films on the voyage itself.

Aloha mai e nā hoa

"Kaulana kou inoa, Kualoa e, o nā 'oli'oli o nā ali'i i hala"

"Kualoa your name is well known for the joys of past chiefs"

(Hawaiian Mele)

Kualoa is listed in the National Register of Historic Places and is adjacent to Moli'i Fishpond, one of the best examples of an operational fishpond also listed in the National Register and designated of National Significance.

Kualoa literally means "long back (ridge)". The land division of Kualoa was called Pali-ku in the old days and mentioned in some of the geneology chants as the birth place of the first Hawaiian, Hāloa, leading to the name of the ridge-line being called "Mo'okapu 'o Hāloa". It is said that this land was well-liked by Kane (one of the Hawaiian gods) and that he would often rest here with a friend. The highest rise above Kualoa is called Kānehoalani (heavenly companion of Kane).

Kualoa was considered one of the most sacred places in ancient times, and was a place to train the keiki ali'i (children of the chiefs). When ali'i or the mo'i (supreme sovereignty) were in residence, the sails of the canoes passing Kualoa would be lowered in respect of the mana (divine power) and of the courage of Kāhā'i, the Polynesian navigator and adventurer who once lived in the neighboring valley of Makipu'u.

Legends tell us a mo'onui (large lizard) named Mōkōli'i lived near the sandy beach and calm waters of Kualoa. When the sister of Pele, Hī'iaka, passed this way on a journey to Kaua'i, she was forced to call in an oli (chant) to Pele asking for the mana to destroy the mo'onui. In shame of being beaten by this young girl, Mōkōli'i put his head in the water and up came the end of his tail which Hī'iaka chopped off and turned to rock.

Other legends tell us many stories, such as the ones of Kāmapua'a, the pig child making holes in the mountain while running away from Pele, and of U Niho Kahi, the one-toothed shark who in turn for friendship and food would nibble the heels of swimmers to warn them of the coming of mano 'ai kanaka (sharks that eat people).

The people who cultivated the land for the mea 'ai (foods), the ones who read the clouds and knew what each wind would bring, these were the ones who gave life to our life style now and who believed Kualoa was an aina 'ihi'ihi (sacred land). Though the physical monuments left by the po'e kahiko (ancient people) are gone, their mana is still alive and felt when seeing the beauty of this land with the mountains and the sea and hearing an ancient mele (song) sharing the spirit of Aloha.

Oka mea maika'i malama, a o ka mea maika'i 'ole kapae 'ia

POLYNESIAN VOYAGING SOCIETY

P.O. Box 6037, BISHOP MUSEUM, Honolulu, Hawaii 96818 (808) 841-3966

March 17, 1975

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DOUGLAS YEN, PH.D.

affine Preis
Exec. Dir.
Juliette M. Atherton Trust
c/o Hawaiian Trust Company
P.O. Box 3170
Honolulu, Hawaii 96802

Mr. Preis
Dear Gentlemen:

We wish to warmly express our thanks to the ^{*Sfalo*} ~~Juliette M.~~
~~Fundation in Culture and The Arts~~
~~Atherton Trust~~ for the grant of ~~\$4,500.00~~ you have given
the Polynesian Voyaging Society for its educational project.

Already the Polynesian Voyaging Society has undertaken
several programs which relate to the overall project in
providing learning opportunities for the young people of
Hawaii in Polynesian canoe voyaging.

On March 8th, the Polynesian Voyaging Society
successfully launched its canoe with a traditional launching
ceremony at Kualoa Regional Park--- over 1000 society
members and friends witnessed the event.

Yours truly,

Sandra P. Maile
Sandra P. Maile
Executive Director

HAWAII



TAHITI

BICENTENNIAL VOYAGE OF REDISCOVERY
HOE AKU I KA WA'A

THE
STATE
FOUNDATION
ON
CULTURE
AND
THE ARTS



George R. Ariyoshi
~~JOHN A. GREEN~~

Governor

Eileen R. Anderson
~~JOHN A. GREEN~~

Director

Dept of Budget & Finance

MASARU YOKOUCHI

Chairman

ALFRED PREIS, FAIA

Executive Director

*Dr. H. Kane
rep. by
Sandy*

March 18, 1975

Mr. Herb Kawainui Kane
Vice President
Polynesian Voyaging Society
c/o Bishop Museum
P. O. Box 6037
Honolulu, Hawaii 96818

Dear Mr. Kane:

Subject: SFCA Project FY74-75/881-AF/3-c
Film on Launching Ceremony of Polynesian
Voyaging Vessel
Letter of Grant Award (\$5,000.00)

It is our pleasure to inform you that the State Foundation on Culture and the Arts (SFCA) ratified at its regular bimonthly meeting on March 12, 1975 its chairman's verbal authorization for a grant-in-aid of \$2,000.00, and awarded to you and the Polynesian Voyaging Society an additional grant of \$3,000.00, amending therefor the total amount of the grant-in-aid to read FIVE THOUSAND AND NO/100 DOLLARS (\$5,000.00) in support of the filming of the launching ceremony, as described in our previous Letter of Grant Award of February 10, 1975.

The additional amount of the grant-in-aid will also be transmitted to you in full as soon as the required procedures for payment release will have been completed; and with the understanding

That you and the Polynesian Voyaging Society will comply with all terms and conditions stipulated in our Letter of Grant Award of February 10, 1975.

Sincerely yours,

Alfred Preis
Executive Director

AP:rf

cc: Representative Neil Abercrombie
Mrs. Eileen R. Anderson
Representative Richard Ho
Mrs. Alvina Nye Kaulili
Mr. Masaru Yokouchi

250 South King Street
Kamamalu Bldg., Rm 310
Honolulu, Hawaii 96813
Area Code: 808
Phone: 548-4145

telephone conversation with August Yee 23 July 74

1) on foundations letter:

- a) wants to emphasize one of four fields covered by Hawaii foundations:
 - education
 - health
 - culture and the arts
 - public service
- b) says compress letter to one page if possible....use letter to Senator Fong as a model
- c) recommends that we contact and see three key people in the Hawaii foundation world before we distribute letters:
 - 1) Lois Smause of Bishop Trust
she is exec dir of all (?) trusts and foundations on list?
 - 2) Jane Giddings of Hawaiian Trust Co
 - 3) Richard Cooks of Charles and Anna Cooke Foundation

- 2) call Kenneth Emory re: draft of letter August prepared for him.
We should take over responsibility of typing final letters and getting mailing list together and mailing them

Note: August emphasized that Sandy should feel free to use IBM typewriter

(1) redraft letter + put in revision

(2) add fly leaf addenda to booklet

(3) add var info.
sheet

To trusts & foundations

Copies to Ben Finney
Herb Kane
Sandy Maile

We ask you valued support in making possible the publishing of research and educational articles and books, producing of films and photographic material to be made available for use in the community.

From
ayee

The Polynesian Voyaging Society was chartered in the State of Hawaii in September, 1973, as a non-profit corporation. In 1974 the Society received approval of the Internal Revenue Service to operate as a tax-exempt association.

The purposes of the corporation are to ^{two fold:} 1) ~~sponsor~~ conduct research on the manner in which the Polynesian seafarers settled Hawaii and other Pacific Islands by investigating the canoes, navigation systems and other technical and cultural factors that enabled Polynesians to undertake successful voyages of discovery and settlement; 2) to disseminate its findings both in the form of technical articles and popular presentations, intended primarily for the general public. The Polynesian Voyaging Society proposes to disseminate its research findings by producing and publishing articles in scientific journals, books, films, and other means of communication in order to inform the public about Polynesian voyaging, and to make available data that might be useful to scientists and others engaged in maritime endeavors.

The Society is presently constructing a 60-foot double hulled Polynesian canoe which, with a volunteer crew, will be sailed, without modern navigational instruments, round trip to Tahiti in early 1976 in celebration of the American Bicentennial.

Provisions will be limited to taro, hard poi, dried bananas, breadfruit, dried fish, and other Polynesian foods. While underway fishing will provide additional food.

It should be noted the Polynesian Voyaging Society already has received 'seed money' from the National Geographic Society and the Hawaii Bicentennial Commission, and seeks support from individuals and corporate entities. Membership is open to all.

To date the Society has raised \$00,000 out of a total projected program cost of \$00,000. Of this total cost \$17,000 would be for research and educational aspects of the 'voyage'.

Enclosed are 3 copies of the Polynesian Voyaging Society brochure. We feel you will find it interesting and informative. It is sincerely requested XYZ Foundation consider making a grant of \$0000 for use by the Society in research and for publishing of educational and scientific materials.

Give me your thoughts on this document.

short version of sample letter to Hawaii trusts and foundations

We ask your valued support to make possible the completion of the Polynesian Voyaging Society's project to build and sail a replica of an ancient Polynesian Voyaging Canoe to Tahiti and return as part of the celebration of the American Bicentennial in 1976. We believe that this project has great educational value ^{for} the people of Hawaii.

The Polynesian Voyaging Society, a non-profit corporation chartered in the State of Hawaii and granted tax-exempt status by the IRS, has a two-fold purpose: 1) to conduct research on Polynesian voyaging; 2) to disseminate research findings to both specialists and the general public.

The Society has started construction on the 60-foot double-hulled canoe that will be used to sail to Tahiti and return. Traditional methods and materials will be used extensively: sails will be of pandanus matting, the crew will subsist on hard poi and other Polynesian staples, and the non-instrumental Polynesian navigation system will be used exclusively.

The whole experience of recreating an ancient voyaging tradition through building and sailing the canoe will be of great educational value to the participants and those who may read reports or see films documenting the effort. But the educational content of the project does not stop there. After the voyage the Society will present the canoe to the people of Hawaii as a "living classroom" in which people may learn about Polynesian voyaging by actually sailing in the canoe. The Society has already introduced hundreds of people to Polynesian canoes through workshops at Kualoa Park, Kaneohe Bay using the Society's 40-foot replica of an Hawaiian double-canoe, and we would anticipate that a considerable segment of Hawaii's population could be introduced to Polynesian voyaging by attending workshops featuring the 60-foot canoe after its return from Tahiti.

As of June 30, 1974 the Society has raised \$35,000 out of its projected total cash budget of \$95,000. We need \$25,000 more in 1974-1975 to complete construction, and \$35,000 more in 1975-1976 for testing, training and the voyage. Major sources of income have been the Hawaii Bicentennial Commission, which gave initial seed money, the National Geographic Magazine, Dodd, Mead and Co., and over 500 individuals who have become members of the Society.

Now we would like to make a direct appeal to Hawaii's trusts and foundations to contribute toward the completion of this project. It is sincerely requested that _____ Foundation consider making a grant of \$,000 to the Society to help build and sail its canoe to Tahiti and return. Never before has a Hawaiian non-profit association undertaken a project of this scope. The benefits, present and future, will greatly enhance the knowledge, interest and enlightenment of our community about the early Polynesian voyagers and explorers who discovered and settled our islands.

A grant from the _____ Foundation will help the Society successfully carry out its project. Hawaii and its people will thus be well served.

Mahalo nui loa,

Ben R. Finney
President

1. long version 1
sample letter to Hawaii trusts and foundations

We ask your valued support to make possible the completion of the Polynesian Voyaging Society's project to build and sail a replica of an ancient Polynesian voyaging canoe to Tahiti and return as part of the celebration of the American Bicentennial in 1976. We believe that this project is of great historical and educational value to the people of Hawaii.

The Polynesian voyaging Society was chartered^{ve} in the State of Hawaii in September 1973 as a non-profit corporation. In 1974 the Society received approval from the Internal Revenue Service to operate as a tax-exempt association.

The purposes of the corporation are twofold: 1) to conduct research on the manner in which the Polynesian seafarers settled Hawaii and other Pacific Islands by investigating the canoes, navigational systems and other technical and cultural factors that enabled the Polynesians to undertake successful voyages of discovery and settlement; 2) to disseminate its findings both in the form of technical articles and monographs intended primarily for specialists, and in the form of magazine articles, books, workshops and lectures intended primarily for the general public..

The Society is presently constructing a 60-foot ~~replica~~ double-hulled canoe which duplicates in its design and ^{major} structural features the type of voyaging canoe that scientists believe Polynesians ~~employed~~ sailed to make long ocean crossings between Tahiti and Hawaii almost a thousand years ago. ^(See enclosed photo of partially constructed canoe.) The canoe will be manned by a volunteer crew from Hawaii and in ~~19x~~ early 1976 will be sailed to Tahiti and back to help celebrate the nation's Bicentennial. The technology of the voyagers will be duplicated as much as possible: no navigational instruments will be used---instead the crew will employ the Polynesian non-instrumental navigation system; key components of the vessel will duplicate ancient technology exactly---sails will be made of pandanus ^{matting} ~~fiber~~ and the hulls will be lashed together with miles of

coconut fiber line, for example; provisions ~~will be limited~~ on at least one leg of the voyage will be limited to hard poi, dried bananas, dried fish and fresh fish caught along the way, and other Polynesian foods. (See accompanying booklet for more details.)

After the voyage the canoe will be presented to the people of Hawaii, through an appropriate governmental or private educational institutions, for use as a living classroom to demonstrate, particularly to ~~the children~~ Hawaii's children, ~~in actual sailings~~ the Polynesian ~~technology~~ that ~~made~~ culture and technology that made the first settlements of these islands possible. ^{by actually taking people out sailing.} The Society has already gained some experience in this unique educational area. ~~In May~~ Throughout May it conducted, ~~workshops~~ ^{workshops} in cooperation with the City and County of Honolulu, on paddling, sailing and navigating Polynesian canoes at Kualoa Park in Kaneohe Bay. A 40-foot double-canoe, a replica of an ancient Hawaiian inter-island canoe that is currently being used by the Society for training and educational purposes, was the "living classroom" in this instance. Already hundreds of men, women and children have been introduced to Hawaiian canoes through sailing in this canoe (see enclosed photo), and we anticipate that a considerable segment of Hawaii's population could gain first-hand experience in Polynesian voyaging when the 60-foot double-canoe has completed its ~~voyage~~ 1976 voyage and is available for public use.

As of June 30, 1974 the Society has raised approximately \$35,000 out of a total projected budget of \$95,000. (This is a cash budget only; we have already received, or anticipate receiving, donations of time and materials from individuals and corporations which, if given a cash value, would more than double our cash budget.) We need \$25,000 more in 1974-1975 to complete construction of the canoe, and an additional \$35,000 in 1975-1976 to undertake the voyage. Major sources of funds so far have been the Hawaii Bicentennial Commission, which gave initial "seed money", Dodd, Mead and Company which

has given a ^{generous} ~~handsome~~ advance for publication of a book about the voyager, ~~and numerous~~ a number of corporations and hundreds of individuals which have become members of the Society and have donated anywhere from 10 cents to \$5,000. Membership is open to all.

Now we would like to make a direct appeal to Hawaii's trusts and foundations ~~(see attached sheet)~~ to contribute toward the completion of this project. ^(see attached sheet) It is sincerely requested that X Y Z Foundation consider making a grant of \$,000 ~~for~~ to the Society to help it build and sail the voyaging canoe to Tahiti and return. Never before has an Hawaiian non-profit association undertaken a project of this scope. The benefits, present and future, will greatly enhance the knowledge, interest, enlightenment of our community about the early Polynesian voyagers and explorers who discovered and settled our islands.

A grant from the X Y Z Foundation will help enable our association to successfully carry out its project. Hawaii and its people will thus be well served.

Mahalo nui loa,

Ben R. Finney, Ph.D.
President



Hawaiian Trust Company, Limited

FINANCIAL PLAZA OF THE PACIFIC

P. O. BOX 3170 HONOLULU, HAWAII 96802 PHONE (808) 525-8511

June 30, 1975

Polynesian Voyaging Society
P. O. Box 6037
Honolulu, Hawaii 96818

Attention: Mr. Ben R. Finney, President

RE: THE HAWAIIAN FOUNDATION

Gentlemen:

At their most recent meeting, the Trustees of The Hawaiian Foundation considered your request for funds in support of your program.

I regret to inform you that your request was denied.

Very truly yours,

Jane R. Giddings
Secretary
The Hawaiian Foundation

POLYNESIAN VOYAGING SOCIETY

P.O. Box 6037, BISHOP MUSEUM, Honolulu, Hawaii 96818 (808) 841-3966

December 12, 1974

REFERRED TO _____

RECEIVED

DEC 13 1974

ANS. BY _____

DATE ANS. _____

PRESIDENT
BEN R. FINNEY, PH.D.

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COLIN PERRY
GAIL PREJEAN
R. KIMBAL
THOMPSON
LOUIS VALIER
DOUGLAS YEN, PH.D.

Mr. A. S. Atherton, Chairman
Juliette M. Atherton Trust
c/o Hawaiian Trust Co., Ltd.
P. O. Box 3170
Honolulu, Hawaii 96802

Gentlemen:

We invite your serious consideration and support for a project which we believe will make a major contribution to the people of Hawaii, educating and inspiring them to a greater awareness of the achievements of the first Hawaiians - biological ancestors of some of us, and cultural ancestors of all of us. In this letter we can do no more than outline our goals, the steps we are taking to achieve them, and our future plans. Additional concrete information appears in attachments to this letter; we are prepared to furnish any further documentation you may wish, and we look forward to meeting with you personally at your pleasure to discuss any aspects of the project which may be of interest to you.

In essence, the Polynesian Voyaging Society is constructing a 60-foot long double-hulled sailing canoe of the type used by the ancient Polynesians to travel across the vast reaches of the Pacific. Construction is nearing completion and launching ceremonies should take place in March, 1975. There will follow a year during which the canoe will travel throughout Hawaii in order to recruit and train a crew; plans for this contemplate an extensive educational program reach a maximum number of people to give everyone a sense of the significance of the project and of their participation in it. In the third year, 1976, the crew will sail the canoe to Tahiti and back, using only traditional techniques in every aspect from navigation to provisioning, to recreate the voyages that once linked Hawaii with the rest of Polynesia. The voyage is an official event of Hawaii's celebration of the U. S. Bicentennial.

This project has a special appeal for the young people of Hawaii, particularly, but by no means exclusively, those of Hawaiian ancestry. Although civilization has brought many benefits to the people of Hawaii, it has also served to distract them and insulate them from their past, thus robbing them of much of their sense of personal value and cultural

HAWAII

TAHITI



identity. As a result we see increasing alienation, juvenile delinquency and a host of other problems which are a growing concern to all of us. Yet there remains in most Hawaiians, and many members of other ethnic groups as well, a deep hunger for knowledge of and unity with the culture of ancient Hawaii.

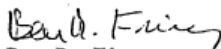
One of the striking expressions of this yearning is the rapid growth of outrigger canoe racing clubs throughout the islands. Through the friendly competition of canoe racing, Hawaii's youth is reliving a sport of ancient Hawaii, thus forging a link with the past. Although the far more ambitious vision of sailing to distant islands had previously been beyond their grasp, our project has already created widespread enthusiasm among hundreds of canoe paddlers and others interested in Hawaii's marine heritage, and has been endorsed by groups such as the University of Hawaii's Committee for the Preservation of Hawaiian Language, Art and Culture, as well as all 36 Hawaiian Civic Clubs. This enthusiasm has been kindled especially through the use of a smaller, 40-foot long, double-hulled sailing canoe that was built several years ago for a series of paddling and sailing experiments sponsored by the National Science Foundation. This canoe has been the focus of a very successful educational program which has given us valuable experience upon which to base our plans for a more intensive and widespread educational effort during the coming year. Using the 60-foot voyaging canoe, we plan to reach a maximum number of young people throughout the islands with the message of their relationship with the cultural past the canoe represents, thus evoking an inspiration that will give a new meaning to their lives.


As mentioned above, the canoe is nearing completion and our request to you does not include any funds for construction. The canoe is being built with a combination of cash contributions from numerous organizations, companies, and hundreds of individual donors from Hawaii and all over the nation which will total over \$45,000, and of in-kind contributions of materials and special services from Hawaii companies and mainland firms that have a cash value of at least \$15,000. In addition, countless hours of volunteer labor have been invested. People elsewhere in the Pacific are contributing skills which are almost forgotten in Hawaii. Fine-weave lauhala sails are being woven in the Gilbert Islands and Kapingamarangi. Sennit (coconut-husk fiber) cord for rigging and lashing are being furnished by Ellice Islanders. And, a master navigator from Satawal Atoll and an experienced sailor from the Tuamotu Archipelago, chosen by the Tainui Association, our sister society in Tahiti, will join our navigation team. Coordination of these contributions has been a challenging and difficult management task, but canoe construction is right on schedule and we feel we have obtained maximum utilization of every dollar and man-hour put into the undertaking. Our management experience as well as our educational experience leaves us with confidence in our ability to meet the many challenges which lie ahead.


Thus far we do not have any funds available or committed for the all-important second year of public education to which the selection and training of our voyaging crew will be geared. It is for this year only that we are now asking your support. This year will begin with the assembling and dedicatory launching of the canoe on a public beach selected to permit the largest possible number of people to participate. Thereafter, while recruiting and training crew members, the canoe will make stops throughout the Islands where people will be invited to join in demonstration sails at sea and to attend audio-visual presentations on shore. Special programs will be planned for the students of public and private schools. Overall costs for this second year are estimated at \$33,176. They necessarily include the cost of maintenance, insurance, travel costs for key personnel and other related technical expenses, but most of the money will go directly, in the form of salaries for coordinating and instructional personnel as well as for educational materials, into preparing and presenting the educational programs which are the most important aspects of the year's endeavor. It is sincerely requested that a grant from your foundation of \$4,500 be considered to help the Society carry out these educational functions. Hawaii and its people will thus be well served. The voyage during the third year will provide the symbolic affirmation of the entire undertaking, and in addition, an opportunity for a wide variety of research studies. Funding for this phase, however, will be sought from other sources.

Although this is a tightly planned three-year project, in a real sense it did not begin with the start of construction, nor will it end with the climactic roundtrip voyage to Tahiti in the Bicentennial year. Viewed historically, it must be seen as a milestone in the cumulative growth of the awareness among the people of Hawaii of their Polynesian cultural past, an awareness which has been gathering strength and substance for a number of years. And when the voyage is over the canoe will remain as a museum and classroom, providing new crews, new passengers, and new students both young and old with a vital experience of the glories and abilities of their Hawaiian ancestors.

With Aloha,


Ben R. Finney
President


Herb Kawainui Kane
Vice-President


C. Thomas Holmes
Secretary

September 26 74

Ben

Enclosed is the second page of your transmittal letter. I will return the grant request packet to Sandy. She is holding the balance of the packets which have your letter enclosed.

I told Jane Giddings of Hawaiian Trust Company of your desire to meet with her about the PVS requests for grants, and she states she would be glad to have the opportunity to see you and to discuss the Society's project.

Jane reiterated the point that trusts will give money for education...the trustees will not consider requests for construction of the canoe.

It is encouraging that even greater emphasis is being given toward education. I feel the Society is on the right track.

I handed the PVS brochure to Lawrence Pricher, president of Alexander and Baldwin, and he has stated he will read it. More and more, certain corporate officers will become aware of the Society's project, and there will naturally be great interest on their part.

Aloha Nui Loa



August Yee / Holiday Mart / 801 Kaheka St. Honolulu, HI 96814

POLYNESIAN VOYAGING SOCIETY

2467 AHA AINA PLACE / HONOLULU / HAWAII 96821 (808) 734 - 4910

September 16, 1974

PRESIDENT

BEN R. FINNEY, PH.D.

BOARD OF DIRECTORS

PAIGE KAWELO
BARBER

LARRY A.
BURKHALTER J.D.

FRED CACHOLA, M.ED.

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KANE, M.F.A.

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CLAIRE RAYBURN

FRANK TABRAH, M.D.

FRANK WANDELL

AUGUST YEE

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ADVISORS TO THE BOARD

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MOKU FROISETH

MOE KEALE

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KALA KUKEA

CARL LINDQUIST

TAY PERRY

COLIN PERRY

GAIL PREJEAN

R. KIMBAL
THOMPSON

LOUIS VALIER

DOUGLAS YEN, PH.D.

H. K. L. Castle Foundation
c/o Kaneohe Ranch
Kaneohe, Oahu, Hawaii 96744

Gentlemen:

We ask your valued support for the research and educational portions of The Polynesian Voyaging Society's project to build and sail a replica of an ancient Polynesian Voyaging Canoe to Tahiti and return as part of the celebration of the American Bicentennial in 1976. We believe that this project has great educational value for the people of Hawaii.

The Polynesian Voyaging Society, a non-profit corporation chartered in the State of Hawaii and granted tax-exempt status by the IRS, has a two-fold purpose: 1) to conduct research on Polynesian voyaging; 2) to disseminate research findings to both specialists and the general public.

The Society has started construction on the 60-foot double-hulled canoe that will be used to sail to Tahiti and return. Traditional methods and materials will be used extensively: sails will be of pandanus matting, the crew will subsist on hard poi and other Polynesian staples, and the non-instrumental Polynesian navigation system will be used exclusively. Although the voyage will not be a "crucial experiment" that would prove or disprove any hypothesis about Polynesian voyaging, data gathered during the voyage on the sailing performance of a double-canoe, on stress on the crew, on the viability of traditional Polynesian food plants taken for transplanting, and on the accuracy of the Polynesian navigation system, would be valuable for researchers working on problems of Polynesian voyaging and settlement.

The whole experience of recreating an ancient voyaging tradition through building and sailing the canoe will also be of great educational value to the participants and those who may read reports

HAWAII



TAHITI

BICENTENNIAL VOYAGE OF REDISCOVERY
HOE AKU I KA WA'A

or see films documenting the effort. But the educational content of the project does not stop there. After the voyage the Society will present the canoe to the people of Hawaii as a "living classroom" in which people may learn about Polynesian voyaging by actually sailing in the canoe. The Society has already introduced hundreds of adults and children to Polynesian voyaging through using the Society's 40-foot replica of a Hawaiian double-canoe at workshops held at Kualoa Park and at a special month-long program at Nanakuli, and we would anticipate that a considerable segment of Hawaii's population could become acquainted with Polynesian voyaging by attending workshops featuring the 60-foot canoe after its return from Tahiti.

As of June 30, 1974 the Society has raised \$35,000 out of its projected total cash budget of \$95,000. Major sources of income have been the Hawaii Bicentennial Commission, which gave initial seed money, the National Geographic Magazine, Dodd, Mead and Co., a number of local corporations, and over 600 individuals who have become members of the Society.

Now we would like to make a direct appeal to Hawaii's trusts and foundations to contribute toward educational aspects of this project, and thus make possible the publishing of research and educational articles and books and the producing of films and photographic materials. It is sincerely requested that H. K. L. Castle Foundation consider making a grant of \$4,000 to the Society to enable it to better carry out its educational functions. Never before has a Hawaiian nonprofit association undertaken a project of this scope. The benefits, present and future, will greatly enhance the knowledge, interest and enlightenment of our community about the early Polynesian voyagers and explorers who discovered and settled our islands.

A grant from the H. K. L. Castle Foundation will help the Society successfully carry out its project. Hawaii and its people will thus be well served.

Mahalo nui loa,

Ben R. Finney
Ben R. Finney
President

BRF/ao

Encl.

INFORMATION SHEET

I. Names of trusts and foundations in Hawaii to which applications for grants are being made:

Juliette M. Atherton Trust ^{\$4,000}	Frear Eleemosynary Trust ^{\$1,000}
F.C. Atherton Trust ^{\$1,000}	McInerney Foundation ^{\$4,000}
H.K.L. Castle Foundation ^{\$1,000}	G.N. Wilcox Trust ^{\$2,000}
Samuel N. and Mary Castle Foundation ^{\$4,000}	Alexander Tullech Trust Estate ^{\$2,000}
Charles M. and Anna C. Cooke Trust ^{\$5,000}	George P. and Ida T. Castle Trust ^{\$1,000}

filed -

II. Names of officers and directors of the Polynesian Voyaging Society:

OFFICERS

Ben R. Finney, Ph. D., President Professor of Anthropology, University of Hawaii/Research Associate, East West Center	Charles Thomas Holmes, Secretary Planner <i>might receive from get job title</i>
Herbert Kawainui Kane, Vice President Artist-designer, Architectural designer	Les Warren, C.P.A., Treasurer <i>does he have a company name?</i>

DIRECTORS

Page Kawelo Barber Program Director Children's Services Mental Health Assn.	David Lewis, M.D. Honorary Fellow Institute of Advance Studies Australian National University
Larry A. Burkhalter, J. D. Attorney	Frank Tabrah, M.D. Professor, School of Medicine University of Hawaii
Fred Cachola Director, Extension Education Division, Kamehameha Schools	Frank R. Wandell President Advertising Factors
Rudy Choy President Alkane Corporation	August Yee Executive Vice President Holiday Mart, Inc.
Kenneth P. Emory, Ph. D. Ledyard Professor of Anthropology, Bishop Museum	Benjamin B. C. Young, M. D. Assistant Dean, School of Medicine University of Hawaii
Kimo James C. Hugo Honolulu Fire Dept. Rescue Team	<i>* Carl Lindquist</i>

III. Attachments:

a. Determination letter from IRS granting tax exempt status

- b. Charter of Incorporation of the Polynesian Voyaging Society
- c. Financial statement of the Polynesian Voyaging Society as of 30 June 1974
- d. Brief description of Scientific Experiments to be undertaken on voyage
- e. Photos of 40 ft. double-canoe at Canoe Workshop Kualoa Park
- f. Photos of 60 ft. canoe under construction

POLYNESIAN VOYAGING SOCIETY

2467 AHA AINA PLACE / HONOLULU / HAWAII 96821 (808) 734 - 4910

September 16, 1974

PRESIDENT

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COLIN PERRY

GAIL PREJEAN

R. KIMBAL
THOMPSON

LOUIS VALIER

DOUGLAS YEN, PH.D.

Alexander Tulloch Trust Estate
c/o Hawaiian Trust Co., Ltd.
P. O. Box 3170
Honolulu, Hawaii 96802

Gentlemen:

We ask your valued support for the research and educational portions of The Polynesian Voyaging Society's project to build and sail a replica of an ancient Polynesian Voyaging Canoe to Tahiti and return as part of the celebration of the American Bicentennial in 1976. We believe that this project has great educational value for the people of Hawaii.

The Polynesian Voyaging Society, a non-profit corporation chartered in the State of Hawaii and granted tax-exempt status by the IRS, has a two-fold purpose: 1) to conduct research on Polynesian voyaging; 2) to disseminate research findings to both specialists and the general public.

The Society has started construction on the 60-foot double-hulled canoe that will be used to sail to Tahiti and return. Traditional methods and materials will be used extensively: sails will be of pandanus matting, the crew will subsist on hard poi and other Polynesian staples, and the non-instrumental Polynesian navigation system will be used exclusively. Although the voyage will not be a "crucial experiment" that would prove or disprove any hypothesis about Polynesian voyaging, data gathered during the voyage on the sailing performance of a double-canoe, on stress on the crew, on the viability of traditional Polynesian food plants taken for transplanting, and on the accuracy of the Polynesian navigation system, would be valuable for researchers working on problems of Polynesian voyaging and settlement.

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BICENTENNIAL VOYAGE OF REDISCOVERY
HOE AKU I KA WA'A

The Society has already embarked on its educational activities through lectures and workshops that have reached thousands of people in the ~~Territory~~ State. During the last year, officers and leading members of the Society have given presentations on Polynesian ~~culture~~ settlement and the activities of the Society ~~to various organizations, including~~ at over fifty gatherings, including eleven at public or private schools. In terms of reaching Hawaii primary and secondary students, the Society has also ~~participated~~ presented an exhibition on Polynesian canoes at the "Makahiki Kai - Festival of the Ocean" held last May at the HIC, and has acted as consultant with several groups developing marine curriculum for Hawaii's schools. The Society has also conducted two workshops on Polynesian canoes at Kualoa Park in which participants were introduced to the subject through talks, demonstrations and actual paddling and sailing experience on the Society's 40-foot long double-canoe (a smaller version of the voyaging canoe under construction). In addition, the 40-foot ^{last summer} canoe was used by the Honolulu Department of Recreation as the prime focus for a Federally-funded recreation program in Nanakuli which Recreation Department officials termed their "most successful summer program."

or see films documenting the effort. But the educational content of the project does not stop there. After the voyage the Society will present the canoe to the people of Hawaii as a "living classroom" in which people may learn about Polynesian voyaging by actually sailing in the canoe. The Society has already introduced hundreds of adults and children to Polynesian voyaging through using the Society's 40-foot replica of a Hawaiian double-canoe at workshops held at Kualoa Park and at a special month-long program at Manakuli, and we would anticipate that a considerable segment of Hawaii's population could become acquainted with Polynesian voyaging by attending workshops featuring the 60-foot canoe after its return from Tahiti.

As of June 30, 1974 the Society has raised ^{54,000?} \$55,000 out of its projected total cash budget of \$95,000. Major sources of income have been the Hawaii Bicentennial Commission, which gave initial seed money, the National Geographic Magazine, Dodd, Mead and Co., a number of local corporations, and over 600 individuals who have become members of the Society.

Now we would like to make a direct appeal to Hawaii's trusts and foundations to contribute toward educational aspects of this project, and thus make possible the publishing of research and educational articles and books and the producing of films and photographic materials. It is sincerely requested that Juliette M. Atherton Trust consider making a grant of \$4,000 to the Society to enable it to better carry out its educational functions. Never before has a Hawaiian nonprofit association undertaken a project of this scope. The benefits, present and future, will greatly enhance the knowledge, interest and enlightenment of our community about the early Polynesian voyagers and explorers who discovered and settled our islands.

A grant from the Juliette M. Atherton Trust Foundation will help the Society successfully carry out its project. Hawaii and its people will thus be well served.

Mahalo nui loa,

Ben R. Finney
President

BRF/ao

Encl.

all news paragraphs

done by [unclear] [unclear]

POLYNESIAN VOYAGING SOCIETY

P.O. Box 6037, BISHOP MUSEUM, Honolulu, Hawaii 96818 (808) 841-3966

December 12, 1974

REFERRED TO
RECEIVED

DEC 13 1974

ANS. BY _____

DATE ANS. _____

PRESIDENT
BEN R. FINNEY, PH.D.

BOARD OF
DIRECTORS
PAIGE KAWILO
BARBER

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BURKHALTER J.D.
FRED CACHOLA, M.D.

RUDY CHOY
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CARL LINDQUIST
ADVISORS TO
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RONALD MAKAKULA
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CARL LINDQUIST
TAY PERRY
COLIN PERRY
GAIL PREJEAN
R. KIMBAL
THOMPSON
LOUIS VALIER
DOUGLAS YEN, PH.D.

Mr. A. S. Atherton, Chairman
Juliette M. Atherton Trust
c/o Hawaiian Trust Co., Ltd.
P. O. Box 3170
Honolulu, Hawaii 96802

Gentlemen:

We invite your serious consideration and support for a project which we believe will make a major contribution to the people of Hawaii, educating and inspiring them to a greater awareness of the achievements of the first Hawaiians - biological ancestors of some of us, and cultural ancestors of all of us. In this letter we can do no more than outline our goals, the steps we are taking to achieve them, and our future plans. Additional concrete information appears in attachments to this letter; we are prepared to furnish any further documentation you may wish, and we look forward to meeting with you personally at your pleasure to discuss any aspects of the project which may be of interest to you.

In essence, the Polynesian Voyaging Society is constructing a 60-foot long double-hulled sailing canoe of the type used by the ancient Polynesians to travel across the vast reaches of the Pacific. Construction is nearing completion and launching ceremonies should take place in March, 1975. There will follow a year during which the canoe will travel throughout Hawaii in order to recruit and train a crew; plans for this contemplate an extensive educational program reach a maximum number of people to give everyone a sense of the significance of the project and of their participation in it. In the third year, 1976, the crew will sail the canoe to Tahiti and back, using only traditional techniques in every aspect from navigation to provisioning, to recreate the voyages that once linked Hawaii with the rest of Polynesia. The voyage is an official event of Hawaii's celebration of the U. S. Bicentennial.

This project has a special appeal for the young people of Hawaii, particularly, but by no means exclusively, those of Hawaiian ancestry. Although civilization has brought many benefits to the people of Hawaii, it has also served to distract them and insulate them from their past, thus robbing them of much of their sense of personal value and cultural

HAWAII

TAHITI



identity. As a result we see increasing alienation, juvenile delinquency and a host of other problems which are a growing concern to all of us. Yet there remains in most Hawaiians, and many members of other ethnic groups as well, a deep hunger for knowledge of and unity with the culture of ancient Hawaii.

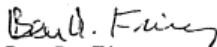
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Although this is a tightly planned three-year project, in a real sense it did not begin with the start of construction, nor will it end with the climactic roundtrip voyage to Tahiti in the Bicentennial year. Viewed historically, it must be seen as a milestone in the cumulative growth of the awareness among the people of Hawaii of their Polynesian cultural past, an awareness which has been gathering strength and substance for a number of years. And when the voyage is over the canoe will remain as a museum and classroom, providing new crews, new passengers, and new students both young and old with a vital experience of the glories and abilities of their Hawaiian ancestors.

With Aloha,


Ben R. Finney
President


Herb Kawainui Kane
Vice-President


C. Thomas Holmes
Secretary

DEC 74 SUBMISSION

INFORMATION SHEET

I. Name of trust and foundations in Hawaii to which applications for grants are being made:

Juliette M. Atherton Trust	Frear Eleemosynary Trust
F.C. Atherton Trust	McInerney Foundation
H.K.L. Castle Foundation	G.N. Wilcox Trust
Samuel N. and Mary Castle Foundation	George P. and Ida T. Castle Trust
Charles M. and Anna C. Cooke Trust	The Hawaiian Foundation

II. Name of officers and directors of the Polynesian Voyaging Society:

OFFICERS

Ben R. Finney, Ph. D., President Professor of Anthropology, University of Hawaii/Research Associate, East West Center	Charles Thomas Holmes, Secretary Planner Les Warren, C.P.A., Treasurer
Herbert Kawainui Kane, Vice President Artist-designer, Architectural designer	

DIRECTORS

Page Kawelo Barber Program Director Children's Services Mental Health Assn.	David Lewis, M.D. Honorary Fellow Institute of Advance Studies Australian National University
Larry A. Burkhalter, J. D. Attorney	Frank Tabrah, M.D. Professor, School of Medicine University of Hawaii
Fred Cachola Director, Extension Education Division, Kamehameha Schools	Frank R. Wandell President Advertising Factors
Rudy Choy President Aikane Corporation	August Yee Executive Vice President Holiday Mart, Inc.
Kenneth P. Emory, Ph. D. Ledyard Professor of Anthropology, Bishop Museum	Benjamin B. C. Young, M.D. Assistant Dean, School of Medicine University of Hawaii
Kimo James C. Hugo Honolulu Fire Dept. Rescue Team	Carl Lindquist President Trade Publishing Company, Inc.

III. Attachments:

- Determination letter from IRS granting tax exempt status
- Charter of Incorporation of the Polynesian Voyaging Society
- Financial statement of the Polynesian Voyaging Society as of 30 June 1974
- Educational Program Budget
- In-kind Contributions to December 1, 1974
- Educational Activities to December 1, 1974

- g. Copy of program for Canoe Workshop, October 11-14, 1974, Kualoa Park
- h. Brief description of scientific experiments to be undertaken on the 1976 voyage
- i. Photo of 40-foot double now in use
- j. Photo of 60-foot voyaging canoe now under construction (December 1974) at Dillingham Shipyard, Pier 41

Three Directors of the Society have contributed to the National Geographic Society's largest single editorial effort of 1974, published in December: "The Pacific Islands and Their Discoverers."

- I. *The Coming of the Polynesians*, Kenneth P. Emory, PhD
 - II. *Wind, Wave, Star, and Bird*, David Lewis, M.D.
 - III. *The Pathfinders*, Herb Kawainui Kane, M.A.E.
- Supplement: *Discoverers of the Pacific*, Herb Kawainui Kane, M.A.E.

(Copies of the December Issue are available for your interest)

EDUCATIONAL PROGRAM BUDGET
Year Beginning March 1, 1975

BUDGET CATEGORY		AMOUNT
A. SALARIES AND WAGES*		
1. Educational co-ordinator		
Sandra K. Maile	9 months	\$ 7,200
2. Instructor		
Thomas Heen	9 months	6,300
3. Instructor		
Calvin Coito	9 months	6,300
Total Salaries and Wages		\$ 19,800
B. STAFF BENEFITS at 12%		\$ 2,376
C. TOTAL SALARIES, WAGES AND STAFF BENEFITS		22,176
D. EDUCATIONAL MATERIALS AND SUPPLIES		2,250
E. SAFETY EQUIPMENT		
Life Jackets, raft, radio		3,000
F. INSURANCE		
For canoe and liability		2,100
G. MAINTENANCE		1,250
H. TRAVEL		
For lecturers and key crew who must travel to and from Honolulu while canoe is on inter-island program		2,400
I. TOTAL ESTIMATED COSTS (C through H)		\$33,176

**Note: K.P. Emory, B. R. Finney, C.T. Holmes, H.K. Kane and other Society officers and board members will play a major role in planning and carrying out the educational program. However, no salaries, wages or lecture fees are requested for them.*

R. LES WARREN C.P.A., LTD.

Suite 900-B / Amfac Bldg. / 700 Bishop Street / Honolulu, Hawaii 96813
Telephone 531-0768

To whom it may concern:

The accompanying Balance Sheet of the Polynesian Voyaging Society as of December 10, 1974 and the related Statement of Revenues and Expenditures for the period September 10, 1973 (date of inception) to December 10, 1974 were prepared by me in my capacity as Treasurer of the Society; therefore, I am not independent with respect to these statements. This lack of independence prohibits my expressing an auditor's opinion on these financial statements.



Honolulu, Hawaii
December 10, 1974

POLYNESIAN VOYAGING SOCIETY

BALANCE SHEET AS OF DECEMBER 10, 1974

(Unaudited)

ASSETS

Cash:

Bank of Honolulu - Checking.....	\$ 2,122
Pioneer Federal Savings & Loan - Savings..	4,534
Bank of Honolulu - Special Account.....	1,727
Petty Cash.....	50
Total cash.....	<u>8,433</u>

Inventory of P.V.S. t-shirts held for sale.....	<u>3,397</u>
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Double hull canoe - Construction costs to date:

Outside contractor's fee.....	3,539
Materials.....	12,564
Labor.....	14,179
Insurance (including employee insurance)..<	818
Payroll taxes - Construction labor.....	227
Total double hull canoe costs.....	<u>31,327</u>

TOTAL ASSETS.....	<u>\$43,157</u>
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FUND BALANCE

Fund balance - December 10, 1974.....	<u>\$43,157</u>
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The accompanying note is an integral part of this statement.

POLYNESIAN VOYAGING SOCIETY

STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDING DECEMBER 10, 1974

(Unaudited)

REVENUES:

Membership dues and donations.....	\$26,844
Grants - Hawaii Bicentennial Commission.....	7,000
Other revenues:	
Publishing rights deposits.....	12,000
Interest.....	479
T-shirt sales (less costs of \$2,841).....	883
Poster sales (less costs of \$1,792).....	264
Sailing workshop (less costs of \$2,359).....	306
TOTAL REVENUES.....	<u>47,776</u>

EXPENDITURES:

Administrative and clerical salaries.....	2,515
Newsletters and advertising.....	535
Office supplies and postage.....	816
Meeting expenditures.....	532
General excise taxes.....	116
Insurance and miscellaneous.....	105
TOTAL EXPENDITURES.....	<u>4,619</u>

EXCESS REVENUES OVER EXPENDITURES..... \$43,157

The accompanying note is an integral part of this statement.

POLYNESIAN VOYAGING SOCIETY

NOTE TO FINANCIAL STATEMENTS

ACCOUNTING PERIOD AND METHODS

Due to the three-year nature of the Society's project the accounts of records are maintained on a three year accounting period instead of the normal one year period. It is believed that this will more properly present the operations of the Society. The income tax records are maintained on a one year cycle.

The accounts of the Society's are maintained using the cash basis of accounting. Although, this is not a generally accepted accounting method it is adequate in the circumstances and any accrual basis adjustments are considered to be immaterial.

IN-KIND CONTRUBUTIONS*
TO DECEMBER 1, 1974

DONOR	CATEGORY
B.P. Bishop Museum	Office space
Borden Chemical Co.	Bonding agents
C/S/K/ Catamarans	Design and construction services
Dillingham Corp.	Warehouse for canoe construction; loan of equipment and tools
Fiberglass Hawaii	Fiberglass and resin
Hardwood Lumber Co.	Discount on wood
Holiday Mart	Graphic materials; office services
Lewers and Cooke	Discount on wood and supplies
A. Mattos	Corporate seal
McWayne Marine Supply	Discount on marine supplies
Art Nelson, Sailmaker	Sail
Oceanic Society	Office space
Service Printers	Stationary; educational materials
Slim's Power Tools	Loan of equipment
Smyth Van Lines	Transport of 40-foot canoe
Western Airlines	Transport of wood
Trade Publishing Co.	Brochures

TOTAL ESTIMATED VALUE OF ABOVE IN-KIND CONTRIBUTIONS \$15,000

**Note: Contributions of labor and materials from individuals are far too numerous to list*

POLYNESIAN



VOYAGING

VOLUME I NUMBER 4

SEPTEMBER 1974

SOCIETY NEWS

Edited by Sharon Serene

3 DAY CAMPOUT AND POLYNESIAN SAILING WORKSHOP AT KUALOA PARK

Learn how Polynesian Canoes were paddled, sailed and navigated by signing up for our workshop which will feature guest speakers, demonstrations, and plenty of practice on Hawaiian outrigger canoes and the Society's 40-foot double-canoe. Sponsored by the City and County of Honolulu Department of Recreation and the Polynesian Voyaging Society. Organized by Chuck Shipman, Ocean Recreation Specialist with the Department of Recreation.

WHEN: Oct. 11, 12, 13, 14th

WHERE: Kualoa Regional Park (see map below)

FEE: \$30.00 **NOTE:** Participants **MUST** provide their own camp style food and all camping gear.

PROGRAM:

Friday, October 11, 1974 3 PM-9 PM

Check in and set up camp. After dinner speaker will be Herb Kane with slide presentation "Polynesian Voyaging Society"; films on canoe voyaging.

9 AM-12 NOON
(Beginners)

Saturday, October 12, 1974 9 AM-12 NOON 7 PM-9 PM
Introduction to course; rigging and lashing of the Hawaiian outrigger canoe; Hawaiian terms and functions of the various parts of the Hawaiian canoe; proper paddling techniques; steering and piloting the canoe.

9 AM-12 NOON
(Advanced)

Sailing the Hawaiian outrigger canoe under the ancient Polynesian spritsail.

10 AM

Bobbi Meheula of the Hawaii Foundation for Humanities and Art will give a ti leaf craft demonstration.

Continuous:

Max Stanton of Church College will be demonstrating and skill training in canoe carving, rope making, adaze making, lauhala weaving, knots and lashing, land finding techniques, and basic seamanship. Instruction will be held on the beach continuously thru Monday.

LUNCH

Tommy Holmes will be speaking on "Hawaiian Canoe Handling and Heavy Seas".

1 PM-4 PM

Surfing the Hawaiian outrigger canoe.

7 PM-9 PM

A lesson in "Astronomy and Navigation in Polynesia and Micronesia."

9 PM-12 MID.
(Advanced)

Night sailing experience for star path steering and zenith star observation.

9 AM-5 PM

Sunday, October 13, 1974
Sailing the Hawaiian double-canoe (wa'a kaulua); Polynesian fishing techniques employing outriggers and double canoes.

Continuous:

George Bennett, a Specialist for the Department of Parks and Recreation, who just returned from Satawal Island, and Namalik, an island student navigator from Satawal Island, will be making and lashing adzes and will be available for questions on canoes and navigation.

DINNER

Dr. Ben Finney will be speaking on "Research on Pacific Voyaging"

(Beginners)

A discussion on "Canoe Lore of Kualoa"

(Advanced)

Open sea voyage from Kualoa to Kahana Bay (optional camp at Kahana Bay).

5 AM-7 AM

Monday, October 14, 1974 "Discovers' Day"

Dawn voyage...Kahana Bay to Kualoa.

9 AM-3 PM

Discovers' Day Sailing Canoe Races...Kualoa to Kaneohe Bay and return, hosted by the University of Hawaii Sailing Team.

3 PM

Clean up and break camp.

Please Note:

Please bring bathing suits, a warm pullover, towels, and sun screen or hat as this is a practical course taught on the beach and in the water.

Enrollment is limited so sign up early to assure yourself a place. To reserve a place in the course, please fill out the form below and mail it, along with your check, to the Polynesian Voyaging Society, 821 A Cedar Street, Honolulu, Hawaii 96814 or call the office at 524-2662. Deadline for check and application is October 4th!!!

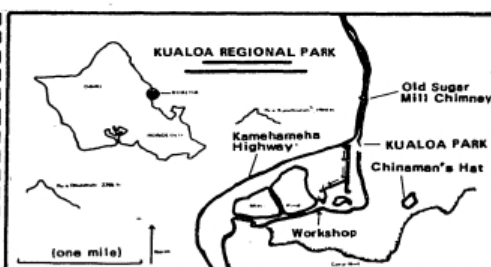
Polynesian Workshop Reservation

NAME _____

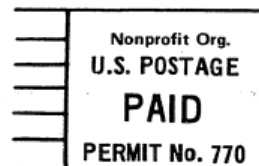
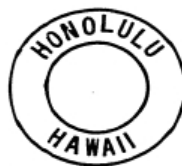
ADDRESS _____

PHONE _____ ☐ Adult ☐ Teen ☐ Child

Mail to: Polynesian Voyaging Society, 821 A Cedar St., Honolulu, HI, 96814



POLYNESIAN VOYAGING SOCIETY
821 A Cedar Street
Honolulu, Hawaii 96814



A BRIEF DESCRIPTION OF SCIENTIFIC EXPERIMENTS TO BE CONDUCTED DURING VOYAGE

Canoe Performance Because of lack of reliable data, much debate has been generated on the performance of Polynesian voyaging canoes. Such debate, necessarily based on speculation, affects our interpretation of all other evidence relating to the settlement of Polynesia. By building a canoe based on known Polynesian hull shape, assembly method, and sail plan, and measuring its performance by the sophisticated measurement systems which are available today, better estimates can be made of Polynesian maritime capabilities. See "Wa, Vinta, and Trimaran," by Edwin Doran Jr., in B. Finney (ed) *Pacific Voyaging and Navigation*, The Polynesian Voyaging Society, 1974, for the methodology of measuring canoe performance.

Navigation Without Instruments All that is known about Polynesian navigation systems is being studied. Training will be conducted at the Bishop Museum Planetarium and in Hawaiian waters. The navigation experiment, conducted over the longest sea-route in Polynesia, will be put to the stern test of landfall. Position of the canoe during the experiment, will be documented via radio by a shadowing vessel (The Oceanic Society's *New World*). Maritime institutions and other groups interested in emergency navigation procedures would find data from these experiments useful, as would scientists working on problems of Polynesian voyaging. See *We, the Navigators*, (University of Hawaii Press, 1973) by Dr. David Lewis (who will be in charge of the navigation experiment) for a comprehensive treatment of Polynesian navigations systems and gaps in our knowledge about them that could be filled through experimental research.

Survival The re-enactment of an ancient voyage will also provide scientists with the opportunity to assess survival problems through nutritional and other physiological experiments involving measurement of food and water intake and physiological response to stress on the voyage. A major effort, involving both private and government groups in Hawaii, under the direction of Dr. Frank Tabrah of the University of Hawaii Medical School is now underway to revive ancient ways of preparing voyaging foods and to assess their nutritional content. Fishing experiments, using traditional Polynesian techniques, as well as rainwater catching experiments, will further add to this effect to gain data on survival at sea that will be a practical value as well as important for solving problems of Polynesian voyaging and settlement.

Plants and Animals Without the evidence that the first Polynesian settlers brought more than twenty plants and several domestic animals to Hawaii from the South Pacific, it would be difficult to believe that such a feat could be accomplished in open canoes over thousands of miles of sea water. Experiments will be constructed to help us learn how these feats were accomplished. Under the direction of Dr. Douglas Yen of the Bishop Museum, plants . . . mostly as slips and cuttings . . . will be carried aboard the canoe, as will Polynesian dogs (from a breeding experiment conducted at the Honolulu Zoo by Jack Throp, Director), chickens and pigs, in order to obtain first-hand data on viability problems in transporting these essential plants and animals.

DOCUMENTS CAPTURED AS RECEIVED

Address any reply to:
Department of the Treasury
 LA-50-74-360
 District Director
Internal Revenue Service
 Date: FEB 27 1974 In reply refer to: Earl Knight
 L-391, Code 421:259:78
 Determinations Section (21) 688-4352
 * Polynesian Voyaging Society
 2167 Ala Ala Place
 Honolulu, Hawaii 96821



Accounting Period Ending: December 31
 Form 990 Required: ☒ Yes ☐ No
 Advance Ruling Period Ends: December 31, 1978

Based on the information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code.

Because you are a newly created organization, we are not now making a final determination of your foundation status under section 509(a) of the Code. However, we have determined that you can reasonably be expected to be a publicly supported organization of the type described in section 509(a)(2).

Accordingly, you will be treated as a publicly supported organization, and not as a private foundation, during an advance ruling period. This advance ruling period begins on the date of your inception and ends on the date shown above.

Within 90 days after the end of your advance ruling period, you must submit to us information needed to determine whether you have met the requirements of the applicable support test during the advance ruling period. If you establish that you have been a publicly supported organization, you will be classified as a section 509(a)(1) or 509(a)(2) organization so long as you continue to meet the requirements of the applicable support test. If, however, you do not meet the public support requirements during the advance ruling period, you will be classified as a private foundation for future periods. Also, in the event you are classified as a private foundation, you will be treated as a private foundation from the date of your inception for purposes of sections 507(d) and 4940.

Grantors and donors may rely on the determination that you are not a private foundation until 90 days after the end of your advance ruling period. In addition, if you submit the required information

(over)

Form L-391 (4-73)

within the 90 days, grantors and donors may continue to rely on advance determination until the Service makes a final determination of your foundation status. However, if notice that you will no longer be treated as a section 509(a)(1) or (2) organization is published in the Internal Revenue Bulletin, grantors and donors may not rely on this determination after the date of such publication. Also, a grantor or donor may not rely on this determination if he was in part responsible for, or was aware of, the act or failure to act that resulted in your loss of section 509(a)(1) or (2) status, or acquired knowledge that the Internal Revenue Service had given notice that you would be removed from classification as a section 509(a)(1) or (2) organization.

Donors may deduct contributions to you as provided in section 170 of the Code. Requests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

You are not liable for social security (FICA) taxes unless you file a waiver of exemption certificate as provided in the Federal Insurance Contributions Act. You are not liable for the taxes imposed under the Federal Unemployment Tax Act (FUTA).

Organizations that are not private foundations are not subject to the excise taxes under Chapter 42 of the Code. However, you are not automatically exempt from other Federal excise taxes. If you have any questions concerning these taxes, please let us know.

If your sources of support, or your purposes, character, or method of operation is changed, you should let us know so we can consider the effect of the change on your status. Also, you should inform us of all changes in your name or address.

If the yes box at the top of this letter is checked, you are required to file Form 990, Return of Organization Exempt From Income Tax, only if your gross receipts each year are normally more than \$5,000. The return is due by the 15th day of the fifth month after the end of your annual accounting period. The law imposes a penalty of \$10 a day, up to a maximum of \$5,000, for failure to file the return on time.

You are not required to file Federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-B. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

Sincerely yours,

W. J. Conant
 Acting District Director

See attached

Form L-391 (4-73)

Appendix 4. Brief listing of
Society Educational
Efforts

EDUCATIONAL ACTIVITIES To December 1, 1974

- I. **CANOE WORKSHOPS** (featuring the Society's 40-foot long sailing double-canoe at Kualoa Park, Kaneohe Bay)
 - 1) May 4, 11, 18 and 25 (four Saturdays plus one night session for observation of navigation stars) 65 participants
 - 2) October 11-14 (a campout over Discoverers Day long weekend, with night navigation sessions) 100 participants (Park regulations limited enrollment to 100; over 300 applicants had to be turned away) See copy of workshop program on attached sheet.
- II. **USE OF 40-FOOT DOUBLE-CANOE BY SCHOOL GROUPS**
 - 1) March 11. Hale o Hooponono School (Kona, Hawaii) dropout program sponsored by Kamehameha Schools
 - 2) May, June, Numerous school and youth groups while canoe was stationed at Kualoa Park.
 - 3) August. Used by City Department of Recreation at Federal funded summer recreation program at Nanakuli, Oahu. Program termed "most successful summer program ever" by Park personnel.
- III. **CONSTRUCTION OF 60-FOOT DOUBLE-CANOE** (schools participation so far limited to Kamehameha Schools because of safety and insurance considerations)
 - 1) Two students have been working on canoe regularly as part of a special class assignment.
 - 2) Several busloads of students have visited construction site and have attended lectures on the canoe there.
- IV. **LECTURES AND DEMONSTRATIONS** (partial listing only)
 - 1) Educational Institutions
 - a) Kamehameha Schools (3 programs)
 - b) Punahou (2 programs)
 - c) Nanakuli Elementary and High Schools
 - d) Hawaii School for Girls (2 programs)
 - e) Hale o Hooponono School, Kona, Hawaii
 - f) McKinley High School
 - g) Waianae Intermediate School
 - h) Kailua Intermediate School
 - i) University of Hawaii, Manoa (4 programs)
 - j) University of Hawaii, Hilo
 - k) Lama Ku, Univ. of Hawaii College of Continuing Education program on Maui
 - l) Department of Education Meeting, Kualoa Park
 - m) Kauai Teachers Education Program, Lihue
 - 2) Other Institutions and Groups
 - a) Hawaiian Historical Society
 - b) Congress of Hawaiian Peoples
 - c) Outrigger Canoe Club
 - d) Social Science Association
 - e) Convention of Hawaiian Civic Clubs
 - f) Prince Kuhio Hawaiian Civic Club
 - g) King Kamehameha Hawaiian Civic Club
 - h) Honolulu Hawaiian Civic Club
 - i) Hanalei Hawaiian Civic Club
 - j) Hanalei Canoe Club
 - k) Honolulu Artists Association
 - l) Explorers Club
 - m) Public Relations Society of America
 - n) American Bankers Association
 - o) Kamehameha Lions Club
 - p) Honolulu Rotary Club
 - q) Pearl Harbor Naval Shipyard
 - r) 14th Naval District, Headquarters
 - s) Society of Naval Architects and Marine Engineers
 - t) Waikiki Yacht Club
 - u) World Tornado Championships
 - v) U.S. Power Association Squadron
 - w) Hawaii Yacht Club
 - x) Nanakuli Hawaiian Men's Club
 - y) Pacific Club
 - z) Hawaiian Canoe Racing Association
- V. **OTHER EDUCATIONAL ACTIVITIES**
 - 1) Exhibit on Polynesian Canoes at the "Makahiki Kai - Festival of the Ocean" held last May at the Honolulu International Center.
 - 2) Consulted on Polynesian canoe exhibits for 1975 Worlds Fair at Okinawa, Japan.
 - 3) Consulted with University of Hawaii Lab School's FAST Project on marine education curriculum in Hawaii.

HAWAII

1
Atherton (F. C.) Trust
P. O. Box 3170
Honolulu, Hawaii 96802
Trust established in 1935 in Hawaii.
Donor: Frank C. Atherton.
Purpose and Activities: Primarily local giving, with emphasis on education; support also for community funds, youth agencies, Protestant churches, hospitals, and the arts. Report published annually.
Financial Data (year ended 31 December 1969): Assets, \$2,700,000 (M); expenditures, \$90,537, including \$85,469 for 96 grants.
Trustees: Alexander S. Atherton, Mrs. Joan H. Rohlfing, Mrs. Marjory A. Wightman.

2
Atherton (Juliette M.) Trust
P. O. Box 3170
Honolulu, Hawaii 96802
Trust established in 1915 in Hawaii.
Donor: Mrs. Juliette M. Atherton.
Purpose and Activities: Broad purposes, primarily within Hawaii; emphasis on promotion of Protestant Christian principles. Report published annually.
Financial Data (year ended 31 December 1969): Assets, \$14,220,409 (M); expenditures, \$582,637, including \$549,564 for 155 grants.
Trustees: Alexander S. Atherton, Juliette M. Guard, Ruth Richards Midkiff.

3
Baldwin (Fred) Memorial Foundation
P. O. Box 157
Kahului, Maui, Hawaii 96732
Established in 1910 in Hawaii.
Purpose and Activities: Broad purposes, including the establishment and maintenance of a home on the island of Maui for poor and infirm people; support also for higher education.
Financial Data (year ended 31 December 1968): Assets, \$938,947 (M); expenditures, \$29,701, including \$11,600 for 3 grants and \$16,632 for program.
Officers: Mrs. J. W. Cameron,* President; Mrs. F. F. Baldwin,* Vice-President; Kenneth H. Britten, Secretary; Richard H. Baldwin,* Treasurer.
Trustees:* Mrs. Dwight H. Baldwin, J. W. Cameron.

4
Castle (George P. and Ida Tenney) Fund
P. O. Box 3170
Honolulu, Hawaii 96802
Trust established in 1919 in Hawaii.
Purpose and Activities: Primarily local giving, with emphasis on education, youth agencies, community funds, Protestant church support, and hospitals.
Financial Data (year ended 30 September

1969): Assets, \$809,773 (M); expenditures, \$32,753, including \$30,520 for 26 grants.
Trustee: Hawaiian Trust Company, Limited.

5
Castle (Harold K. L.) Foundation
c/o Kaneohe Ranch
Kaneohe, Oahu, Hawaii 96744
Incorporated in 1962 in Hawaii.
Donors: Harold K. L. Castle,† Mrs. Harold K. L. Castle.
Purpose and Activities: Broad purposes; local giving, with emphasis on higher education; support also for youth agencies, hospitals, music, and marine research.
Financial Data (year ended 31 December 1969): Assets, \$788,226 (M); gifts received, \$86,506; expenditures, \$205,102, including \$203,500 for 22 grants.
Officers: James C. Castle,* President; Henry H. Wong,* Vice-President; Angeleln N. Petty, Secretary; David D. Thoma, Treasurer.
Directors:* Virginia Castle Baldwin, H. Baird Kidwell, Alice Castle McIntosh, James Gordon McIntosh, Peter E. Russell.

6
Castle (Samuel N. and Mary) Foundation
P. O. Box 3170
Honolulu, Hawaii 96802
Incorporated in 1925 in Hawaii.
Donor: Mary Castle.
Purpose and Activities: Broad purposes, primarily within Hawaii; also special fund for training and education of children. Report published annually.
Financial Data (year ended 31 December 1969): Assets, \$13,300,000 (M); expenditures, \$333,800, including \$514,471 for 117 grants.
Officers: W. Donald Castle,* President; James C. Castle,* Vice-President; Donald C. Mair, Secretary; Hawaiian Trust Company, Limited, Treasurer.
Trustees:* J. Garner Anthony, Michael C. Baldwin, Robert R. Midkiff, J. Scott B. Pratt III.

7
Cooke (Charles M. and Anna C.) Trust
P. O. Box 2634
Honolulu, Hawaii 96803
Trust established in 1920 in Hawaii.
Purpose and Activities: General giving, with emphasis on private elementary and secondary schools, the fine arts, community funds, youth agencies, hospitals, Protestant church support and religious associations, and child welfare.
Financial Data (year ended 31 December 1968): Assets, \$1,676,536 (M); expenditures, \$241,186, including \$238,391 for 53 grants.
Officers and Trustees: Theodore A. Cooke, Chairman; Dorothea C. Paris, Secretary; Richard A. Cooke, Jr., Philip E. Spalding, Carolene C. Wrenn.

8
Earle (The J. C.) Family Foundation
P. O. Box 3227
Trustco Building, Room 502
Honolulu, Hawaii 96801

Incorporated in 1961 in Hawaii as successor to J. C. Earle Foundation.

Donors: Joy C. Earle and family.
Purpose and Activities: Broad purposes; primarily local giving, with emphasis on Protestant church support; grants also for music and community funds.

Financial Data (year ended 31 March 1969): Assets, \$65,918 (M); gifts received, \$11,000; expenditures, \$52,871, including \$52,600 for 5 grants.

Officers and Trustees: Steven J. Earle, President; Lois E. Earle, Vice-President; Suzanne E. Martin, Vice-President and Treasurer; Mary Jane Malin, Secretary; Marilew E. Davies.

9
Frear (Mary D. and Walter F.)
Eleemosynary Trust
P. O. Box 2390
Honolulu, Hawaii 96804

Purpose and Activities: Primarily local giving, with emphasis on education, community funds, hospitals, church building funds, and youth agencies.

Financial Data (year begun 1 January 1966): Assets, \$1,075,740 (L); expenditures, \$110,384, including \$104,810 for 91 grants.
Trustee: Bishop Trust Company, Limited.

10
Hawaiian Foundation, The
P. O. Box 3170
Honolulu, Hawaii 96802
Community foundation established in 1916 in Hawaii by bank resolution.
Purpose and Activities: To assist charitable, religious, and educational institutions in Hawaii by the distribution of funds, all of which have been designated for specific purposes and in many instances for specific institutions. Report issued annually.
Financial Data (year ended 31 December 1969): Active capital, \$1,306,848 (M); gifts received, \$86,017; expenditures, \$58,268, including \$48,783 for 28 grants.
Officer: Donald C. Mair, Secretary.
Distribution Committee:* Alexander S. Atherton, Zedoc W. Brown, James C. Castle, Clarence T. C. Ching, William T. Hiraoka, Malcolm MacNaughton, David T. Pletsch, Theodore F. Trent, David Watson.
Trustee: Hawaiian Trust Company, Limited.

11
McInerney Foundation
P. O. Box 2390
Honolulu, Hawaii 96804
Trust established in 1937 in Hawaii.
Donors: William H. McInerney,† James D. McInerney,* Ella McInerney.
Purpose and Activities: General purposes; giving largely for education, welfare, and health, including capital improvements for schools, hospitals, cultural facilities, and recreation agencies; grants restricted to secular institutions within Hawaii. Report published annually.

* Deceased. M: Market Value. L: Ledger Value.
* Starred officers are also members of the governing board.
† Deceased name indicates person to whom communications should be addressed.

Financial Data (year ended 30 September 1969): Assets, \$13,218,823 (M); expenditures, \$552,523, including \$425,710 for 84 grants.

Officer: Mrs. Marguerite Jackson, Secretary for Distribution Committee.

Distribution Committee: Spencer A. Murphy, Chairman; Frederick P. Lowrey, Vice-Chairman; Henry B. Clark, Jr.

Trustee: Bishop Trust Company, Limited.

1
Wilcox (G. N.) Trust

P. O. Box 2390

Honolulu, Hawaii 96804

Trust established in 1916 in Hawaii.

Donor: George N. Wilcox.

Purpose and Activities: Broad purposes, with emphasis on education and on hospital and Protestant church building funds and child welfare in Hawaii. Grants also for care of the sick and health agencies, the aged, community funds, delinquency and crime prevention, family service, Protestant church support, theological seminaries, and assistance to ministers. Grants limited to Hawaii institutions only.

Financial Data (year ended 31 December 1969): Assets, \$5,160,340 (M); expenditures, \$320,893, including \$305,200 for 78 grants.

Officer: Mrs. Lois Smouse, Secretary.

Committee on Beneficiaries: Miss Mabel I. Wilcox, Chairman; Rev. Ford G. Coffman, Spencer A. Murphy.

Trustee: Bishop Trust Company, Limited.

2

Wilcox (S. W.) Trust

c/o Mrs. Lois Smouse

P. O. Box 2390

Honolulu, Hawaii 96804

Trust established in 1921 in Hawaii.

Donor: Samuel Whitney Wilcox.

Purpose and Activities: Primarily local giving, with emphasis on Protestant church support and religious associations; grants also for a museum, community funds, health facilities, and higher education.

Financial Data (year ended 31 December 1969): Assets, \$3,031,898 (M); expenditures, \$26,656, including \$24,525 for 15 grants.

Distribution Committee: Miss Mabel I. Wilcox, Samuel W. Wilcox II.

Trustee: Bishop Trust Company, Limited.

INFORMATION SHEET

I. Name of trust and foundations in Hawaii to which applications for grants are being made:

Juliette M. Atherton Trust	Frear Eleemosynary Trust
F.C. Atherton Trust	McInerny Foundation
H.K.L. Castle Foundation	G.N. Wilcox Trust
Samuel N. and Mary Castle Foundation	George P. and Ida T. Castle Trust
Charles M. and Anna C. Cooke Trust	The Hawaiian Foundation

II. Name of officers and directors of the Polynesian Voyaging Society:

OFFICERS

Ben R. Finney, Ph. D., President Professor of Anthropology, University of Hawaii/Research Associate, East West Center	Charles Thomas Holmes, Secretary Planner Les Warren, C.P.A., Treasurer
Herbert Kawainui Kane, Vice President Artist-designer, Architectural designer	

DIRECTORS

Page Kawelo Barber Program Director Children's Services Mental Health Assn.	David Lewis, M.D. Honorary Fellow Institute of Advance Studies Australian National University
Larry A. Burkhalter, J. D. Attorney	Frank Tabrah, M.D. Professor, School of Medicine University of Hawaii
Fred Cachola Director, Extension Education Division, Kamehameha Schools	Frank R. Wandell President Advertising Factors
Rudy Choy President Aikane Corporation	August Yee Executive Vice President Holiday Mart, Inc.
Kenneth P. Emory, Ph. D. Ledyard Professor of Anthropology, Bishop Museum	Benjamin B. C. Young, M.D. Assistant Dean, School of Medicine University of Hawaii
Kimo James C. Hugo Honolulu Fire Dept. Rescue Team	Carl Lindquist President Trade Publishing Company, Inc.

III. Attachments:

- a. Determination letter from IRS granting tax exempt status
- b. Charter of Incorporation of the Polynesian Voyaging Society
- c. Financial statement of the Polynesian Voyaging Society as of 30 June 1974
- d. Educational Program Budget
- e. In-kind Contributions to December 1, 1974
- f. Educational Activities to December 1, 1974

- g. Copy of program for Canoe Workshop, October 11-14, 1974, Kualoa Park
- h. Brief description of scientific experiments to be undertaken on the 1976 voyage
- i. Photo of 40-foot double now in use
- j. Photo of 60-foot voyaging canoe now under construction (December 1974) at Dillingham Shipyard, Pier 41

Three Directors of the Society have contributed to the National Geographic Society's largest single editorial effort of 1974, published in December: "The Pacific Islands and Their Discoverers."

I. *The Coming of the Polynesians*, Kenneth P. Emory, PhD

II. *Wind, Wave, Star, and Bird*, David Lewis, M.D.

III. *The Pathfinders*, Herb Kawainui Kane, M.A.E.

Supplement: *Discoverers of the Pacific*, Herb Kawainui Kane, M.A.E.

(Copies of the December Issue are available for your interest)